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What is the aim of exercise? 2

Fancies and foibles in child care
Sidonie Matsner Gruenberg
and Benjamin C. Gruenberg 3

Exercise and emotional stability
Mary O'Neil Hawkins, M.D. 7

Physical fitness and the conflict of values
Joseph Bram 11

The many meanings of exercise
Anna Espenschade 15

A camp that works with its environment
Henry S. Haskell 20

"Phys. ed." and the aim of the city school
John J. Brooks 22

Why do foreign observers call our girls "soft"?
Edith W. Conant 25

Parents report—
Joan A. Dumont
George Stoopak 29

Book reviews 31

New books about parenthood and family life 35

Children's books 38

Science says—
Harold Aaron, M.D. 42

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Cover photograph by RAY SHAW.

What is the aim of exercise?

In recent issues, CHILD STUDY has reexamined some of the concepts and practices which have, in this century, come to hold a firm place in the complex process we call child care. Permissiveness and sex education are two of the subjects we attempted to view in the perspective of experience. We are now trying, in this issue, to bring together and assess some of the ideas that thoughtful people hold about physical exercise and its place in the health—both bodily and mental—of the child.

The contributors to this issue do not all agree as to the part physical education should play in the life of a growing child. Some point out that fad-minded Americans, alarmed by recent publicity on the muscular inadequacies of American children, will now be all too likely to insist that each and every child try to become a fine physical "specimen," to the neglect of other interests and endowments. Others among our contributors feel that this generation has gone too far in seeing the body merely as a sort of handmaiden to the mind, and in tracing all our problems to a psychic source.

The traditional aim of CHILD STUDY is balance; and once again we want to go on record as saying that we see no real dichotomy here: it is not, at least for the majority, a question of "the athlete" versus "the thinker." We feel that parents' responsibility here, as in all other questions, is to help the child make the most of his capacities. Obviously, not everyone can do everything; and it would be folly to curtail a child's main interest too severely in order to try to make him an "all-around" youngster. But surely adults in this country could do a better job than is currently being done to see that our children develop their individual physical capacities more fully—not necessarily so that they can excel in competition either on the ball field or in the Olympics, but because the ideal of human development is that which makes use of every gift we possess. We can aim at no less for our young people.

THE EDITORS

By Sidonie Matsner Gruenberg
and Benjamin C. Gruenberg

Fancies and foibles in child care

Voices are raised today reminding us of the value of exercise for children. Good ideas like this have sometimes taken us by storm—and then been dropped as newer ones came along

It has long been noted that Americans, more than other people, seize upon new ideas without waiting for adequate testing or verifying. This has certainly been true in the past, perhaps because so many of us were removed from traditional sources of guidance and counsel, whether as immigrants or as pioneers; and many of us continue to give a ready hearing to anyone who has a good or merely a new gadget, notion or promise. This tendency has put us in the forefront of progress on many occasions. But it also has meant that we have grabbed at bits and pieces of knowledge, sometimes completely separated from the conditions in which they were developed or the problems they were originally meant to solve—in short, have taken a part for the whole.

Parents and teachers are naturally among those most eager to make use of ideas which offer bright hopes of a new benefit for children or a new way to correct some former shortcoming in child care methods. Now, the expanding knowledge about child care and education comes from a multitude of sources and nearly always in fragments, each of which seems full of dazzling promise. It has not been easy to sort out the good from the worthless, and to hold a steady course. It may help us to achieve a more balanced approach in the future if we look back over our shoulder at some of the zigs and zags we have followed in the last half century.

What happened to the whole child?

It was, of course, concern with the "whole child" which turned attention from our children's physical condition and external behavior to their emotions, and emphasized the "psychic" processes as the source of bodily illness as well as behavior problems. Indeed many people today are inclined to assume that emotional disturbances are the source of all "symptoms," including many that would formerly have been taken as a matter of course to the family doctor or pediatrician.

This trend, while it does broaden our understanding, has perhaps reached a point where it is in danger of substituting one fragmentary "discipline" for another. The discovery of one aspect of the child's behavior tempts us to disregard or minimize others. And suddenly we hear many voices raised to say that one of the things we have been neglecting in recent years is the child's physical exercise!

From Indian clubs to contour chairs

In the early years of this century, before playgrounds or indoor gymnasiums were available, gymnasium techniques imported

from various European countries were adapted for use in the narrow aisles of conventional classrooms. This practice came to be largely perfunctory or of purely ceremonial value—a mere break for teachers and pupils, a chance to reventilate the room.

Gradually, play and athletic games grew in favor. It was not long before competitive athletics developed into a major industry for mass entertainment, and there grew up a new occupational—or rather, *non*-occupational—disease called spectatoritis.

Coupled with this trend, many other factors have made our national life increasingly sedentary even to the point where such traditionally lusty occupations as farming and lumbering rely extensively on mechanization. In many homes where parents worry about the hours spent by their children sprawling in front of the TV set, the need for strenuous physical motion of any kind has been so reduced in both adults' and children's lives that exercise has to be consciously planned and provided for, rather than being an inseparable part of the daily round.

Under these circumstances, it may well be that our children do need more physical activity than they are getting, perhaps more formal exercises designed to improve muscle tone and general physical toughness. However, let's guard against the one-sided emphasis by which we have traditionally assimilated new ideas regarding children's physical and mental health.

Nutrition gets the spotlight

Consider, for instance, the checkered career that we have followed in our dietetic enthusiasms. Long before the beginning of this century, scientific nutritional discoveries yielded dramatic results. The way not only to our hearts but to lives full of health and happiness seemed to lie through our stomachs. But despite this cheerful prospect, each discovery opened the way for new anxieties and excesses for parents solicitous about their children. When we learned about calories, we were eager to give our children great quantities of cereals and fats. After we learned that we cannot live by calories alone, we piled more proteins on their platters. By the end of the first World War, mothers were asking: which are more important—proteins or calories?

Next came vitamins, and fruits and vegetables took the center of the stage. As in so many other cases, where scientific, and especially medical, discoveries arise from attempts to solve a particular difficulty, vitamins were discovered in an effort to find the cause of beri beri, a disease common among rice-eating peoples of the orient. The idea might have been discovered earlier, but the chemical and physiological sciences hadn't matured enough in 1750 when Capt. Cook managed to keep his sailors free from scurvy on his long voyages by the use of lime juice; nor even 100 years later, when Dr. Graham forced whole-wheat bread on the British army without knowing exactly what was wrong with white bread.

At any rate, when everybody heard the rumor of a magic-seeming essence which would help to combat various bodily troubles, it was natural to demand vitamins—even for physicians to offer them—for any ailment that wasn't already pretty well under control through established methods. And even when the number of vitamins threatened to outrun the alphabet, people accepted each new marvel with enthusiasm and looked to it for specific benefits.

Even today it is not uncommon to find people taking vitamins or giving them to healthy children, just as a sort of health insurance. But by and large, we have begun to realize that indiscriminate administration of mixtures of vitamins is of little help in maintaining the health of a family or a nation.

Enter fresh air

The discovery of the importance of air—fresh air—did not wait for the scientists, but the glorification of fresh air is related

to the efforts to combat tuberculosis early in this century. The idea of its powers and uses was taken up by schools as well as by individual families, and this was the era when parents conscientiously wheeled their babies in the open air—protected against the cold, of course, but without a chance to move an arm or leg.

It was in this era that the authorities of a private school attended by high-strung intellectual children decided that an open air school would be good for these youngsters. Such a school was forthwith established on the roof. The children sat in the cold, wearing parkas and gloves when the weather required; they wrote with cold fingers or with gloved hands. The generally awkward and uncomfortable conditions, instead of inducing relaxation, probably added to the children's tensions. It is ironical that a committee of the school's alumni was invited to help the open air project by coaching the open air children in indoor baseball!

We are, of course, not minimizing the virtues of good, fresh air; we are merely recalling one more instance of our national tendency to put so much reliance on one feature of health care at the expense of other equally vital features. It is interesting to note that today, even in the case of tuberculosis, where the primary need of fresh air was thought to be so firmly established, it is no longer considered the cure-all. It has been found that for these patients, companionship, worthwhile activity and other elements are just as important on the road to health as air.

And then the sun shone

Then came, like an echo from ancient civilizations, the cult of the sun worshippers! So persistently were the virtues of sunlight stressed, that mothers, fearing their babies might miss a single day's quota, resorted to the use of sun lamps. Bewildered infants, with black goggles tied over their eyes, were tenderly laid or held before this peculiar idol—sometimes even when the real sun was shining brightly outdoors, for mothers found old Sol too fickle for this important rite.

One good and apparently permanent result of the sun cult, has been the change in clothing styles and the number of physical activities opened to everyone with an interest in sports. Many of us will remember, if only through our mothers, what decorum required of young ladies a few decades ago, and realize how far we have come in throwing off restrictions of clothes and of bodily movement.

Incidentally, we often find that institutions are much slower than the general public to accept new health ideas. The writers remember seeing a young girl on a summer's day in the early 1930's receive the gym suit she had ordered for college. Barefoot, and clad in shorts and a T-shirt, she opened the package to discover a heavy, cumbersome blouse, thick serge bloomers and full-length stockings! On the other hand, once having incorporated a certain physical feature in the academic requirements, college authorities can be very tenacious about it, and many seniors have been aghast to find that they would not receive diplomas if they "failed in swimming."

Don't let them get tired

Studies in the physiology of fatigue in industry and in military units impressed some pediatricians with the importance of protecting children against over-exertion and the need of adequate sleep. Evidence

By the Director of

Shaker Village Work Camp

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of fatigue was found in hundreds of "symptoms" that had been previously attributed to indigestion, ill-fitting clothes or a quarrel. A widely read book called *The Tired Child* insisted that each child must get a specified amount of sleep, without regard to individual differences, and advised parents not to feed a child when he was tired—which meant that he should take his nap *before* eating instead of after. This, too, was a dictum which some parents tried to follow. But it was short lived, for children awoke from these pre-meal naps (when they could be persuaded to take them) too irritable to eat, and the irregular meal hour proved too much for even the most dedicated household.

What kind of play for children?

Before we became so very health conscious as a nation, it was enough for children to "go out and play." Whatever deficiency of muscular activity might remain after their various errands and casual comings and goings could well enough be made up by free play. But gradually play became planned, regulated and "implemented" with apparatus and equipment of various kinds. Old-fashioned swings and trapezes and improvised hurdles to supplement fences and natural barriers were replaced with factory designed units and combinations in imitation of the exciting contraptions of the Amusement Park.

Some of the exercises and planned activities introduced in connection with this apparatus are certainly beneficial. But as we discovered that some children either resisted or avoided a regular physical training program, we began to make exceptions for the non-athletic child. This concession to individuality seems reasonable, but today there are some educators who wonder whether too much permissiveness in this regard does not deprive a child, rather than help him. It is a question whether a long period of non-participation is better or worse for the child than urging or requiring that he take some part in the physical training program.

Another line of specialized thinking demanded that play always be "creative." That's a good point, too; but children's imagination can find scope wherever they are free at all, and children spontaneously change the oldest games to meet special situations. In all except the most rigidly regimented activities, variations on the theme will be suggested by someone in any group of normal children. Indeed, in ordinary organized and supervised play, the child who is creative is often so full of "variations" as to be the chief bane of the director!

Our increasing recognition of individual differences, and our effort to accept children as they are, have in a sense lowered our standards of what we may properly expect of all children. But they have also increased our hopes regarding the unknown potentialities of the "irregulars" among us. This in turn has raised new problems, because we have to formulate general principles for persons and situations that we know in advance will call for exceptions.

Exploring the child's capacities

The real task for adults, accepting individual differences as inherent, is to recognize the natural plasticity, flexibility and adaptability of each child. It is this educability of the child that we have to explore, to find its possibilities, and its limitations, too. Eventually, we have to distinguish at each stage what the child "wants" from what he truly needs. For an individual's likes and dislikes are not forever fixed in his "nature." He acquires preferences from experience; and he discovers dislikes in the same way. But his preferences and dislikes also change with his growth and development, and with new experiences, and it is only by constant experimentation that we can then hope to discover where it is worthwhile to cultivate certain capacities and where the effort would only prove a discouraging experience for the child as well as for the adult.

Not by rule alone

Are we then learning to apply new rules, remedies and formulas to the whole child, with due allowance for individual differences and recognition of the claims of other rules, devices and considerations?

It is by no means certain that we are. But in bringing up our children it is tremendously important for us to realize that we cannot assimilate, day by day, the entire front of new knowledge as it comes to us from the clinics and laboratories. And we cannot know all the side effects of any new discovery or procedure. The tendency is for "progress" to lengthen the distance between the front of the procession and the rear, though we are learning to widen the roadways, so to speak, to counteract that tendency.

Each generation discards parts of its ancestral knowledge, while taking on some new understandings—or misunderstandings. That is, some of the bright guesses that turn up have to be discarded much sooner than others. More and more we must learn the need for integrating our scattered knowledge in relation to our life problems, and specifically in relation to our children; we must try to be open-minded toward the new instead of standing firmly on what we learned from the past—but also to be more critical. Then, as we learn about more different aspects of life, we are less likely to go all out for a new enthusiasm, and more likely to be selective among the "good" ideas as they are related to hundreds of others that bear upon our children's well-being.

Exercise and emotional stability

It is time, perhaps, to remind ourselves that physical activity not only builds muscle, but offers an outlet for a child's joyous or stormy emotions

By Mary O'Neil Hawkins, M.D.

Until recently, most advances in child rearing have come from new awareness of the child's feelings—his longing for love, proneness to anxiety, and preoccupation with guilt. Today another concept calls for our attention, also, namely the child's need for physical exercise. Though this is a very old idea, it has been neglected in modern education, and it has become necessary for us to reassess its importance. When we do so, we realize that the need for motor activity has great significance, since it can contribute so greatly both to physical and mental health.

American children are far behind European children in muscular efficiency. Dr. Hans Kraus, of the Institute of Rehabilitation, New York University, to whom is due most of the credit for the recent interest in exercise, tested thousands of them here and abroad, and found our children very inferior in certain kinds of muscular performance to the Europeans.[1] Environmental factors are held responsible for this great difference—the typical American way of life calling for less physical effort than

1 For an account of these tests and their results, see p. 15.

the European. Our children are driven everywhere: to school, to play with friends and to the shops. On weekends and vacations they often sit for hours cooped up in cars. Their recreation has become increasingly passive and visual—movies and television take up much time. Often schools fail to compensate for this great lack of movement.[2] Some allot too little time to exercise; others concentrate on training athletes for competitive sports; a few, overpermissive in attitude, offer little incentive to the reluctant child to take part regularly in any kind of physical exertion. Muscular weakness, due to our present way of living, is becoming a problem of national importance.

Family influence also counts

Mechanization of life is not the only deterent to activity. When an individual child's life is scrutinized, the importance of the family's influence becomes apparent. Parents, siblings, and teachers all can hinder a child's motor development. For example, the over-anxious mother hampers her child by worried limitation of his movements. Fearful for his safety, she so controls his actions that he becomes timid, muscularly weak and tense. The overforceful father inhibits his child just as surely by insistence on performance. A father who sees "manliness," athletic prowess, and endurance as the most important qualities in a boy, tries to make his child do more than, perhaps, he is able; such a boy, too, may become timid, weak and tense. Siblings also influence each other; good or poor in athletics, jeering or encouraging, they can exert a powerful effect on the ambitions and actions of other children in the family, and also furnish models which are copied or shunned.

Passivity can be brought about by other attitudes as well—for instance, either by severity or by extreme indulgence. In the former case, we can see that fear of punishment or sarcasm makes the child control not only his conduct but his total physical being, far too rigidly. He limits his various actions first in threatening situations, and then, as his fear increases, in many others quite beyond the bounds of reason, until free motion becomes severely circumscribed. Where parents carry permissiveness to extremes, the child is left to make up all the rules himself since his lenient parents have surrendered their authority. Anxious about temptation—the strength of his wishes and the weakness of his own control—he may withdraw from one activity after another; to keep himself from doing wrong he hardly moves unless required to do so. Thus, limitations to activity imposed at home (whether through actual prohibitions or just through lack of guidance) may be more drastic than any that are culture-bound, important as the latter are.

Exercise and physical health

To what extent is physical health dependent upon exercise? This is a subject of modern research. Recently assembled evidence indicates the possibility that various chronic diseases are more likely to occur in people who have sedentary occupations than in those who have active occupations. Cardiac disorders, duodenal ulcers, diabetes and low back pain, are some of them. Medical opinion has changed greatly in this regard in the last decade. Surgeons have found that as a general rule patients are harmed by too much post-operative rest, and get them out of bed as soon as possible; obstetricians insist that mothers undergoing a normal pregnancy carry on with their every day activities until delivery and resume them as soon afterwards as possible. Since President Eisenhower's recent illness, the public has become more aware of the fact that many physicians recommend moderate exercise as means of staving off cardiac attacks and of rehabilitation after they occur. The relation between physical health and bodily activity is being more widely stressed in many ways today than it has been for many years, al-

2 For a discussion of the city school's physical education problems and program, see p. 22.

though the exact bio-chemical mechanisms involved have not yet been determined.

Exercise and mental health

Exercise is probably as important for mental health as it is for physical health. Research in this field is scanty, but various observations indicate a close relationship. Parents and teachers know it full well, for they have seen children's moods change almost miraculously when they have had sufficient active play. Important transformations of the feelings can occur after exercise—states of tension and fatigue tend to lessen; anxiety and depression are often diminished; violent emotions such as hatred and anger are reduced.

This alleviation, sometimes very great, is not the only change after exercise. The conduct, too, may improve and become more sensible and purposeful. In many instances, the powers of concentration increase and various bodily activities, such as sleep and digestion, are restored. Where these changes occur, the person, be it child or adult, has a much better chance to achieve emotional equilibrium.

As illustration of the effects of exercise, take the sensitive, rebellious boy who has had a violent quarrel with his father. The consequences will depend a good deal on what he does immediately thereafter. If he remains in his room and broods, his anger may persist, and affect all his feelings and actions for a prolonged period. If he goes outside and engages in vigorous play, his anger tends to dissipate. He is likely to feel different in every way: kindlier towards his family, more interested in his homework, and better able to eat and sleep. Of course, this boy remains as sensitive and as ready to rebel as he ever was, since his basic problems are unchanged. This fact, however, does not destroy the benefit due to his activity, since relief and mastery of his feelings in isolated instances may very well help him find the way to more basic stability.

Regular exercise tends to lessen the ten-

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sion of emotions built up in daily living and thus constantly to reestablish mental equilibrium. It serves a valuable function, since there is no acceptable satisfaction for many of our feelings. However, it does not replace psychotherapy and the understanding attained by guidance, even though it may relieve symptoms. The exact relationship between exercise and emotional equilibrium has not been established, and is a subject for future study.

Children with motor inhibitions

Many of the children who shun purposeful activity appear listless and disinterested on the playground; others run unceasingly around. When expected to engage in physical activity, these children are likely to hide or pretend illness. They won't cooperate in games, become excited very easily, purposely make fools of themselves, and complain about the slightest injury. Muscularly, most of them are greatly under par —they are flaccid or extremely tense and easily exhausted. A number of these children can be seen in practically every school class.

What goes on inside these children? Where are their thoughts? Psychiatric study shows that they are very anxious. Most of them worry about what the older children think: "Are they looking at me, laughing at me?" "Does my behind stick out?" "Did anyone see how I hit the ball, and the peculiar way I moved?" In the dressing room or swimming pool the ideas become even more disturbing. "Have they noticed my hair, that there's none upon my chest?" "Can they see I don't look like a boy?" "Can they see I've developed too early?" "Did anyone notice my breasts are too large?" The magic cloak of invisibility is what these children yearn for. Other non-exercising children stand around immobile until forced into a game. Then they fail to move their limbs with any force—they neither attack others nor defend themselves, since the fear of injury is ever present in their minds.

Plans for exercise

Exercise for these children, and for all children who are not accumstomed to it, must be cautiously planned. Activities should be mild and of short duration lest the child become tired, tenser than before, and resistive to all physical activity. Greater effort should be required only when the children are able to cope with it. Permissive games and competitive sports are unsatisfactory means of physical training when used alone—the former because so many children shirk them, and thus avoid physical effort; the latter because the poor performers are necessarily neglected.

Formal gymnastics may well take a place again as part of school exercise programs, as they are one means of getting around these difficulties. In addition, they afford an excellent basis for muscular development. Children who do not attempt motor activity usually do not do well in games and sports. They don't enjoy them. Their reasons are particularly their own. Fear of competition often negates all their pleasure and the ever present sense of being looked at interferes with the interest necessary for success. Anxieties about self injury and hurting others weaken the will to strive for victory. The sporadic nature of game activities, where periods of effort alternate with quiescent ones, allows time for distressing phantasies to flourish. Thus formal gymnastics have obvious advantages for children not yet ready either for cooperation or competition, and for children lost in day dreams.

For these, and even for many of the children who are better physically equipped than they, our mechanized way of living has meant a real deprivation of adequate opportunities for exercise. And it is important to realize that this deprivation has a bearing not only on their bodily development but their mental health as well.

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By Joseph Bram

Physical fitness and the conflict of values

Is it realistic to think that we can cultivate the best in body and mind simultaneously? This author says no, and maintains that today our greatest need is for brain power and sensitivity

Longevity, good health and physical fitness are rightly counted among the most desirable things of human existence. We tend, for instance, to evaluate technological and economic progress in terms of what it does to our biological welfare, and the values inherent in good physical condition have come to be accepted as self-evident and primary. It does not often occur to us that these values may be in competition with other important ones, nor are we often aware of the fact that a fully hygienic and health-centered way of life might dim many other aspects of our individual or collective personality.

Some two dozen years ago the writer of this essay had to accompany an elderly lady, then residing in Paris, to a famous French cardiologist, Professor Aubertin. The patient was past sixty and was suffering from heart trouble, not unusual at her age. The learned Frenchman examined her and his advice was couched in about these words: "If I were to be strictly medical in my judgment I would have to tell you, chère Madame, that you should stop taking all coffee or tea, never touch a drop of wine, give up smoking, avoid all excitement and be in bed by 9 o'clock . . ." Having thus acquitted himself of his professional duty, he then stood up behind his desk, as if to underline the significance of his next comment, and asked with great feeling, "Is life really worth living under these circumstances? It might be wiser for you to do all these forbidden things, in moderation, of course. And, who knows, you might also be rewarded with a longer life."

In exploring human problems it is important to remember constantly that the trait which most sharply distinguishes man from the rest of the animal world is that the human being is less directly and narrowly governed by natural need and animal impulses than other creatures. The animal lives largely in the here and now. Man has foresight, and this foresight takes the form of hopes and plans for the future as well as fears and premonitions. Men also are influenced by their image of the past, so that religious, national, social and family traditions and ideals actively affect human behavior. It is typical of man to be preoccupied with attempts to make his existence meaningful and internally consistent in the context of both the past and the foreseeable future. Further, he seeks to make his behavior justifiable in relation to various ideals and goals—value systems that grow out of his view of himself and the world.

The designs and beliefs characteristic of this multidimensional existence quite frequently call for partial sacrifices of bodily health and, at times, even of life and limb. We admire the scientist who exposes himself to dangerous radiation or other hazards in the pursuit of further knowledge. We revere the patriot who gives his life for his country. We respect the passion that impels the composer or poet to burn up his energies scribbling down musical or verbal symbols for the eventual stimulation of remote listeners or readers. In brief, we concede the fact that greatness and creativity are not uncommonly in conflict with the pedestrian wisdom of our daily hygiene.

The dangers of lopsided stress

The recently heightened concern with higher levels of physical fitness for our children and youth is obviously intended as a contribution to our common welfare. It is, nevertheless, important to look into some of the possible consequences of its excessive or lopsided application. There has always been a faddist streak in our character, and the vocal proponents of the physical strength movement might conceivably succeed in turning our attention to the advantages of fresh air and exercise to the prejudice of equally important pursuits and values. The "other-directedness" of our middle-classes (an idea made popular by Prof. David Riesman in his *Lonely Crowd*), i.e. the tendency to imitate one's peers and to keep up with the Joneses, might easily shift its focus from cars and house furnishings as standards of success to indices of our children's physical growth and athletic scores.

There is, of course, no *necessary* conflict between physical health and bodily development on the one hand and intellectual and esthetic refinement on the other. Ideally, in fact, they should complement and reinforce each other. However, our individual life-span and total energy being of necessity limited even under the most favorable circumstances, it is not unreasonable to claim that a truly productive life is bound to be skewed in the direction of the person's principal field of interest and dedication. Women who play the piano, paint and read voraciously rarely make good housekeepers, and their opposite number who are absorbed in household arts and skills are apt to be much less involved in the life of the mind. Men who spend long hours in laboratories, in the study of complex problems or in the creation of important works of art are rarely found among the ranks of our foremost athletes.

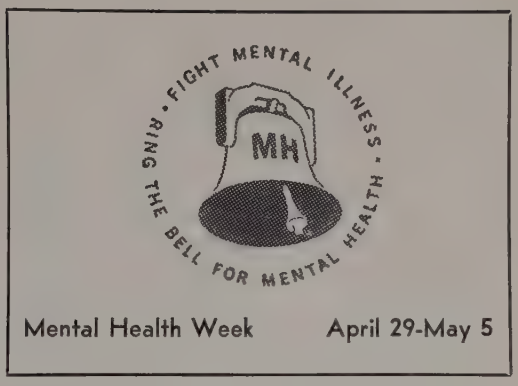
This being so, it is important to remember that the historical crisis of our age will not be met in terms of sheer physical strength, but calls for every ounce of brain power and sensitivity of which we are capable. Should we be so sure that, as a nation, we would not profit by an increasing number of meditative, contemplative, artistic or analytical youngsters, who might shun the vigorous and strenuous games and contests of their peers?

Should we really discourage inquisitive boys from intensive reading because it might have an adverse effect on their eyesight? Is it a good idea to force a retiring and sensitive teenager into a group game situation, or to give him feelings of inferiority because of physical clumsiness, when his most precious potentialities may lie in the direction of artistic, poetic, musical or philosophical self-expression?

The physical ideals of other cultures

On this whole question of the ideal of maximum physical development, we may find it enlightening to look at the standards and history of other cultures. The author spent two months observing delinquent boys in a reform school in the United States some years ago. He remembers how a member of the school's faculty in charge of physical education used to complain bitterly that Puerto Rican and other Spanish American boys did not take to baseball and other organized recreations which he considered suitable to their age and sex. Speaking of one of these boys, who was

particularly fond of flowers and had begged off the School band out of preference for his guitar, he once said sarcastically that the boy was "more Spanish than mannish"! This instructor cannot be said to be alone in his failure to understand that the concept of "manliness" (i.e. of specific behavior and personality structure proper to and desirable in a male) means different things in different civilizations. Physical prowess and muscular vigor are by no means universally attached to this concept.



Different ideas of "manliness"

One of the oldest European ethnic groups, the Jews, lived through eighteen centuries of hardships and ordeals and, until the tragic events of the Nazi era, managed to survive as a group. They cannot be said to owe their survival to their physical strength (for which they were never particularly renowned) but to the cultivation of a special kind of manliness, made up of fortitude based on faith, adaptability to the environment based on analytical acumen, and security built on group solidarity. The image of physical robustness and the norm of athletic strength never became part of their traditional system of values and beliefs.

Another group with an ancient civilization were the Chinese, known traditionally for their preoccupation with ethical, artistic and practical social values, all of which they cultivated assiduously. But until the most recent times, physical strength and prowess were treated by them as a mark of lowly social origins. In traditional Chinese novels, attractive male heroes are often portrayed as soft-featured, with gentle movements and long-fingered hands, connoisseurs of good food and lovers of scholarly conversation.

A somewhat similar attitude toward physical culture is current among most Latins (in Europe as well as in the New World). A competent North American observer of South American lifeways, Samuel Guy Inman, remarks in one of his books that when a student in a Spanish speaking country pays his first visit to a newly inaugurated building of the YMCA, or its equivalent, he is likely to ask about the statutes, by-laws, objectives and principles of the organization. Under similar circumstances, a young man in the United States inquires right away whether the building is provided with ping-pong tables, a tennis court or a swimming pool.

"Manliness" to the Latin American conveys mainly the image of adult emotionality, expertness in courtship, articulateness in discussion and personal courage. It must be added that the last two decades have witnessed growing interest in athletic and physical culture all over the Latin societies of Europe and America, but there is no proof that this trend has resulted in supplanting the old conception of manliness.

On the other hand, the Japanese concept of physical fitness, before the last war, was made up of surviving Samurai notions stressing the values of self-control and of contempt for the comforts of life seconded by the state-supported system of semi-military drill in the school system. College students often vied for a reputation of hardihood by sleeping on bare boards and wearing a minimum of clothing on cold, wintry days.

The Grecian "balanced whole"

Perhaps the only successful attempt to blend harmoniously the intellectual-artistic and the athletic-physical ideals into a balanced whole is that exemplified by the Athenian society of classical Greece. But at

its best, the graceful hardihood of the Greeks was not the product of over-rigorous training or an over-weening reverence for physical prowess. In Pericles' *Funeral Oration* (as reported by Thucydides) the great spokesman for democratic Athens thus contrasts his city-state to that of Sparta: ". . . while in education where our rivals from their very cradles by a painful discipline seek after manliness, at Athens we live *exactly as we please*, [itals. ours] and yet are just as ready to encounter every legitimate danger . . ." It was Athens, rather than Sparta, that became the great fertilizer of numerous civilizations for many centuries, up to the present day.

Self-consciousness about health

Today we find that self-consciousness regarding the value of physical health has reached even into those ancient institutions of our society which historically have dedicated themselves principally to the welfare of the soul.

In Jim Bishop's authoritative description of the pattern of life in the Passionist Monastery of Pittsburgh* we are given an account of its extremely rigorous schedule of devotions, from 6 a.m. to 9 p.m., with, in addition, the nightly interruption at 2 a.m. for an hour of devotional practices.

At the point when the reader's admiration has been gained for the high idealism displayed by these men of faith, mortifying their flesh in the pursuit of spiritual attainments, and beliefs, the author adds reassuringly that this way of life ". . . must be conducive to good health, because the novices look in the pink and the infirmary has been empty each time that this writer has stopped at St. Paul's. The food is plain, plentiful and nutritious. There are no sickly looking men here." Apparently, Dr. Bishop cannot accept a conflict between the secular standards of physical fitness and the effects of monastic asceticism or face the possibility that the full flowering of the latter might be at the expense of the former.

The Sign, Vol. 34, No. 7, February 1955

Man's freedom to choose

Let us repeat: the very essence and dignity of human existence is that man, being relatively free from limited and rigid biological imperatives, has freedom of choice. But choices of necessity imply rejection of alternatives. Popular wisdom tells us that we cannot have our cake and eat it. Daily budgeting brings home the obvious need for choosing between a week in the country and a set of art books. In bringing up our progeny, we must sometimes choose between sending a child to bed (which may be good for his health) and allowing him to spend an evening with his parents (which may be good for his morale).

This is not to say that the decision should always be made to favor intellectual or spiritual advantages—or even that these are inevitably opposed to the physical ones. It is, however, plain that if we give unthinking allegiance to physical values, we may do so at a high cost. Further, let us consider that the ultimate success and richness of our civilization appear to be dependent on individual and group *diversity* and the cultivation and pursuit of a wide range of value-systems. Ideals and standards of physical fitness, because of their seeming self-evident worth, may easily become adopted and be applied in a single-minded and obsessive manner. If that should come to pass, they might well become a source of social impoverishment.

Lindeman writings

Readers of this magazine, and particularly members of the Child Study Association who remember what a good friend the late Eduard Lindeman was to CSAA, will be interested to know that a collection of his papers will shortly appear in print. *The Democratic Man: Selected Writings of Eduard C. Lindeman*, edited by Robert Gessner and published by the Beacon Press, will be the only collection in print of the papers by this distinguished social scientist. The range of the subjects discussed in this volume bears eloquent testimony to the number of fields in which he left his imprint. Several selections from CHILD STUDY are included.

The many meanings of exercise

By Anna Espenschade

Exercise, when suited to the child's age and individual capacity, contributes not only to physical growth but to social and personality development

Growing bodies demand action and certainly action is the most obvious characteristic of healthy children everywhere. We are accustomed to call all of the activities of early childhood "play" whether it be running and skipping, building a block tower, driving a nail or drawing a picture. Actually, of course, all of these activities and all others that fall within the range of interest and opportunity contribute to the education of the child and to his development physically, mentally, socially and emotionally.

What, for instance, happens when a child runs? He learns to avoid stationary or moving objects and what happens if he does not do so. He goes faster or slower, starts and stops, changes direction. If he is old enough and there are other children present, he will run to or with them, perhaps take part in a game with rules. He sees that he can run faster than some, or not so fast as another. He almost certainly feels an exhilaration from this action, an elemental joy in movement which is part of his heritage.

This apparently simple experience has contributed to the development of his concepts of self, of others and of the world about him. And so it is with everything he does. Some experiences may be more valuable than others, of course, for a certain aspect of growth. To ensure the child's optimum all-around development, some planning by adults is often necessary.

Until comparatively recent times no special attention was necessary to see that a growing child had enough physical activity, as it was assumed that he would always receive a sufficient amount in the ordinary routines of the day. Now, however, because of our reliance on labor saving devices, mechanical means of locomotion and passive forms of recreation, we find ourselves faced with a new problem: quite literally, the gross motor activity which our growing children must have has to be scheduled by home or school and can no longer be taken for granted as part of their day's work and play.

Our babies today are the healthiest in the world, thanks to medical sciences which have controlled childhood diseases to a great extent and pioneered new practices in feeding and care. But draft statistics from World War II were almost as shocking as those from World War I in their revelation of physical deficiencies in our young men. And just recently questions have been raised about the muscular fitness of our elementary school children in comparison with European children. A study by Dr. Hans Kraus, Associate Professor of Physical Medicine and Rehabilitation at New York University, and his associates, has received wide publicity in many

papers and national magazines and led President Eisenhower to call a national conference on the fitness of American youth.[1]

It will be of interest to look not only at Dr. Kraus' study but also at results obtained more recently in this country by other investigators. Dr. Kraus observed in his work at the Institute of Physical Medicine and Rehabilitation, New York University-Bellevue Medical Center, that among adults there was a very large number of backache sufferers whose other symptoms did not fall into "any accepted category of well-defined entities." In other words, there did not seem to be anything wrong with them except that they lacked muscular strength and flexibility. The outcome of treatment and permanency of relief for these patients paralleled their muscular status. The treatment needed was exercise.

Results of the Kraus tests

These signs of muscular weakness in adults led Dr. Kraus to the testing of children. In the Northeastern United States, 4,458 normal, healthy school children between six and nineteen years of age from suburban and small urban communities were given six tests.[2] Three of the tests are designed to measure power of adominal muscles; two, power of back muscles; and one, flexibility of back muscles. Dr. Kraus found that 58 per cent of the children failed one or more of these tests. The possible significance of these findings did not become apparent until a similar survey by the same investigators was carried out on 2,870 European children. Here only nine per cent failed one or more tests. Clearly, the performance of American children was far inferior to that of Italian, Swiss and Austrian children.

Recently, other research groups tested 575 children in Iowa City and 1,456 children in Indiana in the same way that the other children had been tested. In Iowa City, 66 per cent of the children failed one or more tests; in Indiana, 45 per cent. One of these figures is even higher than that reported by Dr. Kraus for American children. Although the other is lower, it is still far greater than that found in European children.

Flexibility an important factor

The figures from these recent studies have been analyzed further in an effort to find out just where the majority of the failures occurred. One surprising fact came to light: when all six tests were considered together, our girls appeared to be in far better condition than our boys. It does seem reasonable to believe that our children lead a much softer life than do European children but surely it is not true that our boys are more sheltered than our girls. When the results on each of the tests were examined, it immediately became apparent that the measure of flexibility largely accounted for the failure of American children. Boys are less flexible than girls at all ages. This test alone accounts for the superiority of girls in the total score. Still further, failures on this flexibility test increase with age. A greater percentage of twelve-year-olds fail than do six-year-olds. The reverse is true on measures of abdominal strength. Here older children are superior in performance and there is a gradual improvement with age. In back strength, there are few failures at any age. There were only six failures on these tests among the 1,456 children studied in Indiana.

The Indiana group measured grip strength of the children in addition to giving the Kraus tests. In this measure, boys were superior to girls and older children to younger children, a result ordinarily obtained in tests of physical abilities. When the grip strength of children who failed the Kraus tests was compared with grip strength of those who passed, no significant differences were found. Evidently muscu-

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1 The conference has not been held at the date of writing due to the inability of the President himself to be present.

2 For routines of Kraus-Weber tests, see p. 19.

lar development is not uniform and *no one test can be relied upon to give a true picture of over-all condition.*

It is tempting to try to explain away differences between United States and European children on the basis of deficiencies in the tests or in their scoring rather than deficiencies in the children. And it has been suggested that greater growth of long bones in our children in comparison with South European races gives the former a structural disadvantage in touching finger tips to the floor or holding feet off the ground. Without doubt the tests can be improved and the range of muscle groups tested can be extended to increase their diagnostic value. In the meantime, however, it is important to give this matter our close attention and to see that any possible deficiencies in our children's muscular development are remedied.

The importance of muscle development

The relationship between weak muscles and backaches in adults has been clearly pointed out. This in itself would be reason enough for giving some attention to the muscular condition of children. But there are far more fundamental reasons for stressing the importance of muscular development in childhood. Not only are the muscles of the body and limbs strengthened through exercise; the heart itself is a muscle that develops through use. The healthy heart responds to exercise by increasing in size and in functional capacity. The exercised heart is stronger, slower in rhythm and steadier than the untrained one, and is capable of more sustained effort. (However, there are certain age differences which are not eliminated by training. The heart of the young child, for instance, beats more rapidly than that of an older one and blood pressure is lower in childhood.) Breathing is done by muscles, also, and both the chest muscles and the diaphragm are developed by exercise, especially by that of the more vigorous type.

When we stop to realize how different each child is from each other one, it is

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easy to see that what is good for one may not be good for another. This is certainly true of exercise. The amount and kind needed and enjoyed by one may be entirely inappropriate—even harmful—to another. Some children are quite literally "built" for exercise and enjoy large amounts of vigorous activity. The needs of others are more moderate. A unique pattern of endocrine factors, determined in large part by heredity, shapes the body and controls the rate of growth of each child. Almost certainly these same factors regulate the characteristic energy level also. Energy level in any individual is related to basal metabolic rate. It may be momentarily influenced by time of day, state of health, amount of sleep, kind of breakfast and a host of other things, but the overall pattern is a part of the individual and an essential part of personality. There is a sex difference in energy level in the direction of greater energy in boys than in girls, but the difference between sexes is less than that between individuals of the same sex.

Innate differences

These innate differences in behavior are commonly noticed by parents or teachers when two children are compared. The child of high energy level is never a fat child. Obesity and low energy output go together and which is the cause of the other is difficult to say. There is now universal recognition of the problems of obesity in adults, but the serious difficulties in health and adjustment experienced by the obese child have not received adequate attention.

Although individual differences must never be ignored, some generalization is necessary in considering programs. It is usually agreed that children of preschool and elementary school ages should have from four to five hours of physical activity every day. This does not mean time set aside for play, but includes all of the activities of daily life as well. Climbing stairs, walking to school, roughhousing with dad, all are included in activity time. But lying on the floor watching TV, sitting in a movie, riding in a car or listening to the radio do not belong in this category.

Physical abilities are maturing so rapidly between two and five years that much of the spontaneous play of the child is devoted to exploring and developing these growing powers. Children in these years take care of their own activity needs if given adequate opportunity and some encouragement to experiment. Some falls and bruises are inevitable and must be taken in stride. When real danger to life or limb exists, careful supervision and quite probably some instruction must be given. But it is a great mistake to shelter children unduly in the belief that in this way they are being kept safe, for it is only through varied experiences that the child can gain full development, both of body and personality.

When planning becomes necessary

As children grow older, many things begin to encroach upon their "free" time and school, of course, cuts down considerably on play time. It is then that planning by adults becomes necessary to see that there is still plenty of time left for active play. If the school system provides for adequate physical education in the elementary grades, the program will include many of the experiences so necessary for growing bodies and developing personalities. Unfortunately, many elementary schools make no provision for anything beyond supervised play.

In a well planned program of instruction, a variety of activities will be included and many special skills will be taught. The children will learn games and dances, stunts and tumbling. They will be doing these things in groups, under supervision, learning to get along with others, to lead and to follow, to win and to lose, to play fairly and to obey the rules. They become aware of differences in ability between boys and girls and their own appropriate sex role. They are helped to be self reliant and to leave the security of home and even the protection of the teacher and to find their own places among their peers.

Fortunate is the child who is well developed, who has good coordination and can "do things" as well as most of the others in his group. For the child who is awkward, or fat, or weak, the games which depend upon speed and strength will never be easy. A number of these children, *if given special help,* can be taught to perform creditably in many group games. When they have instruction in the special skills involved and extra time to practice them, they can participate satisfactorily with the others. A few cannot achieve even this degree of success unless they are placed with others of similar ability. The school is rarely staffed to give adequate attention to these children, but it should be possible for teachers to point out their special needs to parents, and parents may well give as much thought to the physical liabilities of their children as to their shortcomings in other parts of the school program*.

It might be well to say a word about the boys and girls who are especially gifted in physical abilities. These children may need guidance to prevent their being drawn too early into highly competitive sports. Such programs often require concentration for long periods of time on one game and usually place great emphasis on winning. Gifted children may be deprived too soon of the opportunity to sample many activities and to become well rounded in their interests. They may also be subjected to too great emotional tension and may develop a distorted sense of values. Many educators recommend the postponement of competitive athletics until the senior high school years.

The school can only take limited responsibilities for meeting the activity needs of children, in any case. There must be some active play after school, on week-ends and during vacations throughout all of the growing years, for girls as well as for boys.

Physical activities can be found which are adapted to the age, sex and physical abilities of each one. Children who can never really like baseball or basketball may excel in swimming or tennis. Or they may find their niche in folk dancing, sailing or fishing. These interests pay dividends throughout life as they lead to satisfying, tension-releasing activities.

Let us make sure that all of our children are given every opportunity to attend to the major business of childhood which is, after all, active play.

Kraus-Weber tests for muscular fitness.

1. Lie on the back, hands behind neck. Examiner holds feet down. Keep hands behind neck and try to roll up to a sitting position.
2. Lie on the back, hands behind neck, with knees bent and feet on the floor. Examiner holds feet down. Keep hands behind neck and try to roll up to a sitting position.
3. Lie on the back, hands behind neck, legs extended. Keep the knees straight and lift the feet ten inches off the table. Hold for ten seconds.
4. Lie on the face with a small pillow under the abdomen. Examiner holds feet down. Put hands behind neck and raise chest, head and shoulders. Hold for ten seconds.
5. Position as in *four* except that hands are placed on floor and head is rested on them. Examiner holds chest to floor. Lift legs without bending knees. Hold for ten seconds.
6. Stand erect in bare feet, feet together, knees straight. Lean down slowly and touch floor with fingertips. Hold for three seconds. Do not bounce.

* For an interesting discussion of this situation, see "Competitive Sports and the Awkward Child" by Lawrence S. Kubie, M.D., CHILD STUDY Spring, 1954.

To get ideas about exercise and physical education from those who are dealing constantly with children and young people, Child Study asked for comments from a camp director, the principal of a city school, the program director of a youth serving agency, and the parents of several young children

A camp that works with its environment

By Henry S. Haskell

Many children in our society seem to be over-housed, over-clothed, over-fed and over sedentary. Physical exertion is kept at a minimum; even slight exposure to heat, cold or "weather" is avoided. There is danger that children will come to prefer a prefabricated life, in which they become receptors rather than creators, viewers, not doers. What should their parents and other grownups interested in their welfare do about this situation?

We take it for granted that adults' attitudes affect the personalities of the children in their care, but do we realize how profound the effects of grownup attitudes can also be on a child's physical development?

Adults who see society in terms of a continuous struggle among competitors, and success as victory of the strong over the weak, are likely to stress a highly competitive physical education program. If victory is the prime objective, only the strongest and most skillful compete while the rest watch, bug-eyed, cheering madly for those with whom they identify.

Adults who enjoy active work and play, who feel that man is at least in part an animal and should use and enjoy his body, and have close contact with his natural environment, usually want to keep children active, adventurous and creative.

Parents and educators primarily concerned with developing the capacities of each individual would agree with this second group in trying to stress the kind of physical education that helps a child to live the happiest, most effective, most productive life possible.

Children are unbelievably active if given the opportunity. They want to explore, experiment, and find out. They want to make things and do things. They come to our camp from different kinds of homes, but we find few children in the six to ten group who have succumbed to T-Viewitis and passivity. They love to hike, row, swim, ride, wallow in the clamflats ("muddling"), sleep out, rough it. They love the feeling of earth and grass on their bare feet, of air and sunshine on their bodies. They love to "chawnk" down raw carrots pulled fresh from the garden, to cut down trees and build treehouses, and when they lie down to rest, they have the good, tired feeling which makes real relaxation possible.

Our primary concern is for the child's overall growth. We are not trying to make our children "tough" as if this were a virtue in itself. We are trying to help them develop strengths, skills and attitudes which make them happier, more confident, more able people, free them from many unnecessary fears and give them an all-round sense of well being.

If adventure, experimentation and doing things are to be of great importance to the child, comfort and ease must take second place at times. If little discomforts are always allowed to interfere, children will be limited in what they can do. If they make much over each small cut and bruise, they are likely to eliminate from their lives climbing, exploring, building, using tools.

If they can't stand being hungry or thirsty even for a short time, their lives are circumscribed by the necessity of being always within easy reach of food and drink.

How do we set up a program to develop the happy, sturdy, competent bodies and personalities for which we strive? Most important of all, in camps and schools, is securing counselors and teachers who enjoy living active lives with children. The details of the program vary with circumstances, with personalities, and with the need and interests of the children, but certain underlying attitudes are fundamental.

Enjoying the weather

For one thing, we enjoy the weather. Hot days are "nice and hot." If we sweat for a while in the garden we enjoy the brisk Maine coastal waters all the more. Rainy days provide opportunities for puddle-play and duck-walks. Wind and storm invite walking through the drenched woods to see the surf pounding on the cliffs along the sea side of the Neck. Thunder and lightning, rainbows, sunsets and stars are phenomena which adults and children share in wonder, awe and delight. It is fun to row in the fog, barely keeping the ghostly fringes of the shore in view. Some schools do not close when it starts to snow. They use the snow. The children and teachers are out in it, enjoying it together.

Because some children have been partially seduced from their pleasure in leading active, exploring lives, a good deal of reeducation needs to be done. Before starting on a long row out to an island we tell the children about the island and some of the fascinating things they will find and do when they get there. We say it may be hard rowing with the wind and tide against us, but not too hard. We will be there to help them if they need help. We remind them that they may become hungry before arriving at our destination, but that is just something we will bear. We discuss what makes trips fun – the laughing, singing, "horsing around" and seeing all manner of wonderful sights in the harbor. This fun is spoiled, we point out, if every few minutes someone reminds us that we are tired or hot or hungry. We expect to be some of these in moderation, but it is more than worth it because of the fun we will have on the way, the thrill on arrival, the sense of accomplishment we get from attaining worthwhile objectives even though some discomfort may be involved. We remind them how wonderful food tastes when one comes to it ravenous—a satisfaction never known by the child with a coke bottle and candy bar ever at his elbow.

Since our primary objective is the overall development of the child, we make certain that he sets attainable goals for himself and that he achieves them. Thus for Jill, rowing across our cove is an achievement of which she may be justly proud. Don wants to row all the way to Northern Island and back because he loves the almost effortless motion his long practice with oars has given him. He may also look forward to the sweet embarrassment which is likely to be his when his admirers tell of his achievement and he stammers "Shucks! 'Twarn't nothing!"

Know-how is essential

If the weather and the out-of-doors are to be enjoyed, knowledge and skills are needed for living comfortably in them. We want children to be able to endure discomfort for the sake of achieving desirable objectives, but we see no virtue in discomfort *per se*. It is tremendously thrilling to sleep in a snowhouse with the outside temperature below zero, as I have done with children on several occasions. But one needs to know how to build and equip the snowhouse so as to be dry and warm inside, or the thrill will be short-lived indeed. Cooking out is great fun if you know how to build a cooking fire and use it. But if you burn your pancakes because you try to cook them on a bonfire, or you can't fry the fish you have caught because you can't get a fire started, cooking out will soon lose its appeal. Hot weather is fun, but sunburn and heat prostration definitely are not.

Competitive sports can also be used to achieve some of our purposes, but again, the basic attitude toward physical and personality development determines how these are conducted. We play baseball at camp but everyone who wants to, plays. We enlist the help of the older children in coaching the younger ones, and if the seven-year-old aspirant needs five strikes before he can hit the ball, he gets them. Of course our older and better players also have many chances to play regulation games. However, we feel that fun, and developing skills, are more important than victory. While we do play hard and play to win, in this context children learn to accept both victory and defeat in a healthy manner.

We find that this approach is more likely to be successful in intramural than in interschool or "league" competition. In the latter, identification with the "we-group" and hostility to the "they-group" is too strong, and victory is not likely to be jeopardized by such considerations as the desire of all to play, or the need to develop awkward Johnny's interest and skill, making him feel important by letting him play shortstop rather than right field.

I have used the Maine coast as the example I know best, but it is important to see and use the potentialities of whatever the environment may be. It is certainly more difficult to lead an active, outdoor life in our large cities but there are many possibilities for ingenious use of the city environment, too. Many city people also find ways to hike, fish, swim and go on bird walks.

Whatever the locale, we are beginning to realize that we must use its physical features to the best possible advantage if our children are not to miss out on one of the greatest assets we can give them.

It is not the particular environment that makes the difference. It is the attitudes of the adults that are important. Imaginative, creative, inventive people find ways of making healthy outdoor living satisfying and exciting to their children.

"Phys. ed." and the aims of the city school

By John J. Brooks

Science-fiction magazines sometimes depict man of the next millenium as a species with hairless, over-developed heads, spindly bodies, large posteriors, and lengthened forefingers.

The assumption is that our sedentary civilization will give us the swivel-chair spread, our push-button technology will develop our index finger, and our increased cerebration will enlarge our cranium.

My own calloused forefinger and abused posterior give me a certain sympathy with this theory. As for the swollen head, perhaps the increasing army of psychiatrists, analysts, and psychologists are not called "head shrinkers" for nothing.

Some parents and educators are beginning to wonder whether the next generation will be taking a long step toward the realization of this unattractive fictional man of the future. Are American children, they ask, being victimized by their push-button, school-bus, subway-circuit lives? The tramp to school over long frozen miles (reported with dubious veracity by adults to children of today) has been replaced by

a quick trip by car pool, school bus, or subway. Children today, we are told, do not rush from school to the nearest sandlot or backyard for an hour of boisterous play, but instead, lounge languidly to the nearest candy store for an hour's dalliance with coke bottle and juke box. More spirited youngsters, we are led to believe, hot-rod it home hurriedly not to muscle-building chores about the house or even to tinkering in the workshop, but to the tranquility of television Nirvana.

Old complaint, new challenge

All this viewing would be more alarming if it didn't sound so familiar. The softness of the second generation has been father's favorite sermon for a thousand years. In the meantime, sons continue to outgrow and outweigh their fathers, and girls often tower over their mothers and perform skillfully in sports where the older generation of women were duds. Athletic records continue to fall, sickness and dietary deficiencies continuously lessen. Intra-mural athletics, manual training shops, and field trips replace many of the hours previously spent by students over copy books. Thousands of children now go to camps who once spent their summers in sunless alleys. Our parks, playing fields, tennis courts, rinks, and bowling alleys, despite their doubling numbers, continue to be inadequate for the numbers of young people who crowd them.

On the other hand, we cannot afford to be unaware of the nature of our changing culture, or to be complacent about the charges that it has at least some bad effects on the physical development of our children and young people.

The staff members of the Physical Education and Recreation Department of the New Lincoln School are well aware of the problems that face them with regard to our school in its urban setting. They suggest the following areas as ones that are highly important for all schools operating within the limitations of city-life and, in varying degree, for all schools everywhere.

The growing period

A physical education program is, for many children, the only real opportunity, for five days of the week, to stretch and develop muscles, gain coordination, and increase the skills and interests that have value for their adult years.

"Activity is a deep necessity for children," says Edward Williams of our staff. "Play is essential to their complete being. They need to run, climb, jump, bat, catch and throw. They need to bend, twist, stretch, and roll. They need to swing, sway, skip and slide. Through movement they grow. Young human beings are so constituted as to need an enormous amount of vigorous movement of the torso and limbs. Strong, energetic use of the large muscles is necessary for the development of the organic systems. It has been estimated that school age children must have from four and a half to six hours daily of strenuous exercise for desirable growth, although this includes all the physical motion which is part of their daily living and does not mean that all this must be devoted to games or planned physical activity. Through this daily activity, the organs are developed and a reserve of energy and endurance is built which stands them in good stead in later years."

This part of the curriculum is perhaps the best area in which to develop regard for general health. In no other place in the curriculum can we develop as realistically an interest in good habits related to sleep, rest, diet, personal hygiene, and the safety skills necessary in our culture.

A plan for health education should include more than personal hygiene. Children should be literate in the health problems of their country. They should possess the necessary first aid skills.

Personality and character

A good physical education program offers opportunities for the observation of student personality and character not readily afforded in academic situations.

Mr. Williams comments on this: "The activities carried on in the physical education program are extremely vital to the learners. Students engaged in football, swimming, tumbling stunts, etc., are constantly confronted with problems that are intensely real at this age. A punch in the stomach in a basketball game is a 'real' situation, and no mistake, while the story of Benjamin Franklin, or the structure of chemical molecules may seem remote. The number of 'teachable moments' in a physical education course is therefore very great."

Expanding curriculum, lessening opportunity

Our academic curriculum continues to expand: vocational and college demands are on the increase. Nevertheless, those specifically concerned with health, physical education and recreation in our schools have a moral obligation to hold out against these pressures, because they are teaching for two periods of the student's life which are exceedingly important: his non-repeatable growing years, and those post-education leisure hours which are becoming more and more extensive both for men and women.

Despite the numerous recreation programs organized for them, it is useless to deny that young people spend more time in movies, by the radio or TV set and in the bleachers of gyms and stadia than they did in similar indolent pursuits in times past. Since the great team sports of baseball, basketball, football, and soccer are difficult to pursue as participants for the majority of men in the post-school years, and offer practically no opportunities for women, we must turn with new emphasis to small games and active hobbies which will be so satisfying and so valuable that they will hold a permanent attraction for the leisure hours of later life.

With regard to this problem, Mrs. Riva Evans comments, "There are a good many problems connected with the use of leisure by the present generation of older people. That is not their fault, however. Since leisure was thrust upon them so suddenly and so generously, it is only to be expected many of them would not know what to do with their spare time. But youngsters with many years of schooling still ahead of them should be better equipped to use free hours happily and physical activity can add much to these hours."

Appraising competitive sports

Mr. Lou Fink, who is responsible for the purposely limited and unambitious varsity program for boys in our school comments, "Once the physical education program was largely motivated by the varsity sports. In some instances this is still true. However, in other cases educators have reacted against unhealthy competition and have tended to reject *all* competition. Because varsity teams took more than their share of time, money, and personnel, and afforded little besides spectator appreciation for post-school years, some people have wanted to do away with all varsity programs. However, competition need not be ugly. Team play provides many varieties of teaching opportunity. We need a more balanced and less emotional appraisal of this question."

Traditional activities not enough

Marianne Preger, who is concerned with rhythms, group games, modern dance, as well as team sports and other physical education matters, feels that we need to widen our activities.

"We must get over the notion," she insists, "that the curriculum of physical education, health, safety, and recreation can be limited to a few traditional activities and a roster of games. We can no longer give second-class citizenship to a curriculum which prepares the student for some of the most important parts of his future life such as health, safety and leisure-time living."

If the warning of the pessimist about our children's physical development is a lantern wrongly lit; if the science-fiction picture of human beings in the future is a

little long on fiction and short on science, nevertheless, we cannot afford to regard lightly one of the greatest resources of our culture: our children's health.

Those of us at New Lincoln, quite content with the literacy of our children, are glad to raise a series of new questions for balanced and objective appraisal:

"Why Johnny can't run?" "Why Johnny can't sleep?" "Why Johnny can't eat?" "Why Johnny gets hurt?" and "Why Johnny won't know what else to do some day after he gets through reading?"

New Polier pamphlet

The Child Study Association notes with pleasure that a subject brilliantly treated by Judge Justine Wise Polier at the Association's Institute for Workers in Parent Education in 1954 has received her further attention in a new pamphlet: "Back to What Woodshed?" Here she discusses the growth of a punitive attitude toward young offenders and their parents and concludes that it is far more constructive to find causes than scapegoats. (25c a copy from Public Affairs Pamphlets, 22 East 38th St., New York 16, N. Y.)

Why do foreign observers call our girls "soft"?

By Edith W. Conant

For many years we in the Girl Scouts of the U.S.A. have been aware of an accusation drifting around our heads, that American girls who participate in our international exchange program are "soft." Year after year, we hear that, in the eyes of young people from other countries, our exchangees—girls 16, 17 and 18, carefully selected for qualifications in which good health plays an important part—do not seem able to "take it." And guests from other countries seem to have a similar impression of our younger girls as they see them here in camp and in town.

Our natural reaction is to discount these outside observations. The United States has given great attention, perhaps more than any other nation, to the welfare of young people; our girls are certainly well nourished, and they seem very healthy. In the Girl Scout organization we are especially likely to see an encouraging picture, because our program includes health-building activities that attract girls who are physically fit and that offers possibilities of rehabilitation for the many handicapped children in our membership. Such health records as we have are those required for attending camps or participating in special national and international events—and in general only girls in good health apply. Nevertheless, the rumors about some sort of inadequacy in our youngsters have persisted for so long that they bear looking into.

Physical, mental and emotional health are so interrelated that a layman like myself speaks with trepidation on the subject of our girls' physical condition. However, for the purposes of this brief article I shall define good physical health as: well-developed and coordinated muscles that make for physical endurance; good posture; properly functioning organs; and the absence of any chronic illness. In addition, there should be a reserve of strength and vitality for the inevitable extra demands of youth, including strenuous sports, the stress and strain of examinations or competitions, parties, extra-curricular activities, and family or school responsibilities.

What do our friends abroad mean by "soft"? Not poor health in the sense of sickly bodies, but rather something that seems to include muscle tone, general stamina, and endurance in situations that involve some physical, mental or emotional strain. These factors are sometimes hard to separate.

Some concrete examples come to mind

from my experiences in taking a group of American girls to Europe for an international gathering in Switzerland, and as program director of an international camp in this country. Many of our girls did not have the physical energy for the extended hiking, mountain climbing, cross-country games, or even folk dancing that girls of other countries tossed off without losing their breath. The cause may be just lack of exercise of the big muscles, but the result was that our girls found difficult many of the activities that develop self-reliance, a sense of achievement and an appreciation of the beauties of our natural world. These activities also contribute to health—be it physical, mental or emotional—and to release of tension. The same comparative ineptitude was apparent in the small-muscle activities needed for the arts, crafts and other painstaking small tasks that are often part of creating beauty or giving pleasure to others.

Persistence comes hard

Sustained responsibility for accepting routine tasks and working at them beyond the point of interest was difficult for our girls, too. Was it physical or mental fatigue when they said, "I'm tired". . ."It makes my back (or my head or my legs) ache"? Persistence in the face of difficulty has become rather an old-fashioned idea.

Responsibility for making and carrying out a decision alone often seemed hard. Our girls were quick with individual opinion and suggestions, but found the weight of individual action a heavy load. They were fine in arriving at a group decision and in taking group responsibility, whether it involved sharing work, or blame or fun. But in the problem-solving games we played, where each girl was confronted by a situation she must handle on her own, they were slow to get mind and body coordinated into effective action.

These facts seem to suggest a kind of over-protection of our youth that does not give either mind or muscle the exercise needed for alert and sustained functioning. One wonders about the effects of a family and school life that calls for the bus instead of the bicycle, the family car instead of the feet, spectator sports instead of actual home-grown or outdoor recreation.

What can we do about the daily round of ordinary activities? Particularly, what can we offer to strengthen the general stamina of the average child?

Perhaps we should first ask ourselves these questions:

Are we too easily satisfied with athletic or physical education programs which are good in themselves but which do not reach enough children, often enough and effectively enough, to help the majority build up their muscular strength and bodily health?

Have we been so enthusiastic about the value of group activities that we have not tried sufficiently to combine these with individual development? Do we look for ways to balance good teamwork with situations which put the youngster "on his own"?

Since "alert and sustained functioning" is not only a matter of physical fitness, can we find more intelligent ways to help children combine the activities of body and mind?

Do we need to find new activities for our children, or is it a matter of being more ingenious in the use of well known devices and leisure-time occupations?

Leisure and ingenuity

We cannot go into the building of new programs here, but we can consider the possibility that we are overlooking some good bets in resources that have been on hand for generations and have—as a matter of fact—possibly been used to better advantage in times past than at the present.

The popularity of folk dancing, for instance, shows how much can be done to bring together the elements of fun, grace, vigorous activity and individual skill. We need not limit it to the indoors, either. Dancing on the "village green," or its

Ancient Egyptian "Grease Job"

Ancient Egyptians greased their chariot axles with petroleum they found in natural seepages. Noah used petroleum pitch to calk the Ark. And in this country, soon after the first successful well, oil sold for 10¢ a barrel. These and many more historical and modern facts you find about oil in World Book Encyclopedia's exciting article on "Petroleum." This article takes you through all the ages of man's experience with the magical black gold.

You'll discover that petroleum used to be bottled as a medicine, that at one time refineries threw gasoline away because they didn't know what to do with it. You visit oil fields, meet the drilling crews, learn what a "Christmas Tree" is, what "spudding in" and "whipstocking" mean. You are there in all the excitement when a "big one" comes in.

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World Book ENCYCLOPEDIA

Field Enterprises, Inc., Educational Division, Merchandise Mart Plaza, Chicago 54, Illinois.
Also publishers of Childcraft, America's famous child development plan.

equivalent, is as feasible today as on the May Days and other festivals of the past. Treasure hunts and games like Hare and Hound bring initiative and persistence into play, along with exercise.

Camping in all its various forms—long-term, short-term and by the day—is generally accepted as an ideal means of developing health, character, and good human relations. Therefore, communities as well as families will do well by their youngsters if they take steps to provide this type of experience for as many children as possible, and to make it available the year round. In our experience, family and small-group camping pay dividends during the spring, fall, and winter, as well as in the summer.

Hiking can be fun, especially in good company, to reach a real objective—be it a mountain peak, an unusual meal, a project, or the exploration of new territory. It can even be fun just as part of easy talk and companionship, with motion and scenery thrown in. Walking—the old pastime of "fresh air fiends" and philosophers alike—need not be represented as the thing one *has* to do when there is absolutely no other way of getting there!

That elusive thing called stamina

These are only a few suggestions of activities which might add a little more of the elusive thing we call *stamina* to the existing physical assets of our young people. This quality, so closely allied to the ability to take responsibility and to stay with any undertaking until it is finished, can be given a needed boost at home, too. We hear a good deal about the lack of home chores that make children feel useful, since the disappearance of the fabled woodpile, outdoor pump and crank-handled ice-cream-freezer. Yet where is the housewife who claims that labor-saving devices have taken all the chores out of her day? Perhaps we have not planned carefully enough to see that children really help us with the traditional tasks that are still with us, such as bed-making, furniture polishing and cleaning. Carpentry, painting, gardening are not only hobbies, but ways of taking a part in the practical affairs of a household. Again, teamwork, stick-to-it-tiveness and physical activity are part of the individual child's effort and accomplishment.

Where they rate high

Lest I seem to be placing an indictment upon our American girls, in whom I have great confidence and for whom I predict great things, I hasten to add the reverse side of this comparative picture. Our girls rated high in the qualities that are a distinctive product of our way of life: outgoing friendliness, acceptance of differences in people, group thinking and action, the inquiring mind, and an easy relationship between young and old in shared work and play. However, we seem to have reason for believing that there are other ways in which we do need to do a better job with youth.

Mental health meeting

The Ninth Annual Meeting of the World Federation for Mental Health will take place in Berlin, Germany, August 12-17, 1956. The theme will be "Mental Health in Home and School." Inquiries should be addressed to the Secretary General, World Federation for Mental Health, 19 Manchester St., London, W.1., England.

Family life education

Growing interest in Family Life Education is highlighted by two workshops which will be held this summer. The Merrill-Palmer School of Detroit offers an intensive two-week workshop for high school teachers and other professional educators working in this field, July 2-13; and the Family Study Center, University of Chicago, will sponsor a workshop, July 9-27, for teachers of functional family courses, social workers and marriage counselors. For information on the first, write to John W. Hudson, Coordinator, 71 East Ferry Avenue, Detroit 2, Michigan; and on the second, to Mrs. Winifred O'Donnell, Secretary, 5757 Drexel Avenue, Chicago 37, Illinois.

Parents report— *City resources for toddlers and growing boys*

When thinking about exercise in relation to young children, we tend to think of them as being outdoors, playing ball, riding tricycles, climbing on rocks and trees, and so forth. But there is more to exercise than activity in combination with fresh air. Even the baby's first random motions are a form of "exercise" and as he grows, the young child engages in more and more varied physical activity. All kinds of activity are needed by the child either as a form of expression, release for his inner energies, or for the development of physical skills. So when we think of trying to see that our children get enough exercise we don't always have to think in terms of sports or outdoor activity.

Will the building fall down?

Living in the heart of New York City with limited space indoors, and confined parks and dangerous city streets outdoors, has made me think a good deal about exercise for our children. The physical limits of apartment buildings and pavements often have children at a loss as to how to get rid of their natural abounding energies. With two boys, ages five-and-a-half and two-and-a-half, plus, at times, friends of varying ages, sexes and sizes in our apartment, we have wondered innumerable times why the building hasn't fallen down!

Obviously, the need for exercise varies with the different stages of a child's development. The city baby is not at much of a disadvantage, for like the country infant he can get out for an airing in his carriage and can stretch, cry, shake his rattle, etc., wherever he may be. For the creeping and crawling child, the problem begins to be more difficult, though usually grassy spots can be found in the parks that permit the beginnings of activity and exploration on a larger scale.

One of the most difficult things for me was to help our boys find new physical activities as toddlers while at the same time keeping them within the limits necessary for safety. Urban toddlers spend a great deal of time in their strollers, shopping and visiting, as well as going to and from the park, so that when they have outdoor freedom they make full use of it. We use an enclosed park with some grass, and gates that may be securely closed, for most of our daily outdoor play. Here climbing, running and digging can take place freely without mothers hovering to be sure that their children are safe from city hazards. Also, I found that when indoor activity was in order at this age, riding a kiddy car or just plain running around in a basement laundry room while the family wash took its habitual tumble was a good way for the boys to let off steam. Exercising the lungs was particularly hard to control at this time, and try as we might it was impossible to confine shouting and yelling to the park.

The importance of equipment

We have been extremely dependent on play equipment such as dump trucks, tricycles, wagons, etc., since exploring beyond close bounds and out of mother's sight is forbidden. At times, we go to nearby parks that have swings, slides, and jungle gyms to provide a variety of active play and a partial substitute for the trees and rocks of less urban areas. On weekends the whole family makes jaunts to zoos, museums, ocean liner docks, train stations and other points of masculine interest in and around the city. Sunday morning tennis on Randalls Island provides exercise for parents

and open grassy space as well as views of trains, boats and planes for the younger generation.

The satisfaction of activity

As I see it, children need exercise for many reasons. Physical activity and fresh air are factors in healthy development, of course, but inner needs may also seek satisfaction in action, as in the running, stamping, jumping of the three-year-old, for the sheer pleasure of activity or for release of tensions. Exercise also has a constructive aspect in channelling energies into creative expression whether it be through building with blocks, painting a picture, or showing enjoyment of a pretty scene on a drive. Experience and external stimulation as well as internal needs and intellectual activity all play a part. The personality of the individual, whether child or adult, would suffer without chances for this kind of expression, whether through conventional exercise or general mobility.

JOAN A. DUMONT

My son has always been energetic and enjoys physical exercise. When he was quite young I was able to devote a good deal of time to him and to help him develop skills in most playground activities. As a result, as he grows older he is able to compete on an equal basis with other children his age.

His interest in physical play has not lagged at any time either at school or playground or camp. In fact, I believe he could use more exercise than he gets. I would like to see the school physical education program enlarged so that the more energetic children could have two P. T. periods a day to take some steam out of their systems.

At home, rainy days are a problem. He becomes restless and irritable and when he starts to dribble a basketball down the hallway in our apartment house matters come to a head and make for an awkward situation between him and his parents.

From early infancy he has always required a good deal of physical activity—without it, he "bursts at the seams." Lack of it also tends to make him put on weight, which is something he could well do without.

There is no problem in getting him out to play. Rather he tends to come home late from play. Though he prefers team sports, if no friends are available he'll play outdoors alone.

All the foregoing is not meant to indicate a child with only one interest. He reads, studies, and spends time at other sedentary pursuits, but he must have vigorous activity daily to be relaxed and in a good mood.

GEORGE STOOPAK

Polio vaccination data

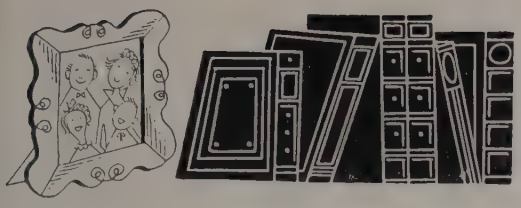
A small leaflet titled "Polio Vaccination Now" published by the National Foundation for Infantile Paralysis, 120 Broadway, New York 5, N. Y., contains essential facts about the Salk vaccine that will help parents decide whether, when, how and where to have their children innoculated.

NCSW conference

The National Conference of Social Work, 22 West Gay St., Columbus 15, Ohio, will hold its 83rd Annual Forum in St. Louis, Missouri, May 20-25 on the subject "The Challenge of Change." CSAA will have an exhibit booth there.

Care of handicapped children

Four guides to methods of community care for handicapped children were recently issued by the American Public Health Association (1790 Broadway, New York 19, N. Y.). The basic guide, *Services for Handicapped Children,* deals with problems common to various handicapping conditions and the others show how these principles and practices can be used in planning services for children with such special problems as Cerebral Palsy, Cleft Lip and Cleft Palate, and Dento-Facial Handicaps. These will be followed by guides on other special problems. Though primarily addressed to professional workers, these guides have much of value for parents concerned with such problems.



Book reviews

Child Behavior
By Francis L. Ilg, M.D. and Louise Bates Ames, Ph.D.
New York: Harper & Bros., 1955. $3.95

This book, with a foreword by Arnold Gesell, bears the title of a syndicated newspaper column by Doctors Ilg and Ames which has appeared since 1951, and incorporates and adapts the material which has appeared in this column. It is probably inevitable that the open-minded professional worker who reads this book for parents will do so with mixed feelings, for it has both decided positives and decided negatives.

On the positive side, it contains some practical suggestions for parents in meeting the ordinary range of problems which arise with children, and these reflect experience, resourcefulness and wisdom in practical matters. Many parents will find value in the book and it will certainly be widely read.

On the negative side, it has a lopsided and dogmatic over-emphasis upon states of growth and a tendency to build them into a rigid system. Childhood from two to 16 repeats three times the following successive cycle of behavior: (1) smooth, consolidated, (2) breaking up, (3) rounded-balanced, (4) inwardized, (5) vigorous, expansive, (6) inwardized-outwardized, consolidated. The first cycle requires three years, the second five years, the third six years. Although the second chapter states that the only invariable element is the *order* of growth stages, the descriptions of characteristic behavior at different age levels are over-dramatized and presented without qualification. "Seven withdraws from the world, but Eight goes out to meet it." "Whenever the 18-monther has completed a task such as drinking from a cup, he extends the cup forthwith to his mother as he says, 'all gone.' If she is not there to receive it, what else can he do but drop it?" Can the behavior of all 18-monthers be *quite* so invariable?

Not only is there much dogmatism in presenting the "cross section" picture of the child's behavior at various ages but there are equally flatfooted assertions concerning the "longitudinal" development of children over a period of years. Children are grouped in various types—the endomorph, mesomorph and ectomorph types described by William H. Sheldon, as well as the peripheral child, the focal child, the child who cannot shift, the autistic child, the feminine boy. These differences are treated as congenital. The authors say, "Try to recognize and respect your child's basic, inborn individuality."

Throughout, the implication of these writers is clearly that child development up to 16 years of age occurs in a highly particularized sequence rigidly predetermined by age, and that development (at least up to age 16) is almost totally independent of social or cultural environment—only by understanding the child's *stage* of development, will the parents be able to deal with him more wisely. On the other hand, the constitution with which a child is born is regarded as determining the particulars of his behavior—although his opportunities for objectionable behavior may be limited by his parent. It is small comfort that some of our "psychiatric" books have gone as far to the other extreme.

One result of this approach is that the important emotional relationships of child and parent are consistently overlooked—except as they are assumed to follow a pattern predetermined by either developmental age or a developmental type.

It is doubtless no accident that the book does not recommend that parents of disturbed children visit a Child Guidance

Clinic or a child psychiatrist. There are few references to any sort of professional help, although parents with a son whose imitation of women is excessive and long-continued are advised that "a thorough personality evaluation by a competent psychologist can help you to a better understanding of such a child. It can also help you to plan in what areas you may try to direct and rechannelize his interests and activities."

The authors do good service in putting emphasis upon the effects of maturation and in their caution to parents not to expect too much at different stages in a child's growth. This book encourages parents to have confidence in their own judgment. However, for parents who are seeking help, but whose problems are not solved by such encouragement and emphasis, this book will be likely to delay the finding of any solution.

RICHARD L. JENKINS, M.D.

The Fears Men Live By
By Selma G. Hirsch
New York: Harper & Bros., 1955.
$2.75

The author accepted a difficult task in distilling a voluminous statistical work, *Studies In Prejudice,* sponsored by the American Jewish Committee, into one eloquent little volume for the thoughtful reader to contemplate. The subject of this book is the fear, hate and anger rooted from childhood in the hearts of men, sprouting bigotry and cruelty for the rest of their lives. With philosophic poise, and in a gentle style, the author analyzes the development of these distortions, explaining rather than attacking the people afflicted with them. She also discusses ways to handle or alleviate the evils of prejudice.

While this book deals with an inflammable subject, there is only one harsh passage in it, when the author points out that in certain situations a realistic approach may demand firmness: "We must build upon men's faiths but we cannot disregard their fears. There will be many times when we might educate, but there will be some times when we may have to cajole. When we are unable to persuade, we may have to threaten; and when we cannot influence in any other way we may even have to punish."

Such an approach is not generally advocated in this book, but rather a thorough and dispassionate investigation of the root causes of prejudice, which develops when individuals lack love or guidance in their childhood. A prejudiced, hostile personality emerges as a result of a stream of negative experiences during the growing years. Such a person was unloved, or unwanted, was harshly or rigidly disciplined, or not disciplined at all; he grew up with little or no experience of understanding, sympathy, encouragement, or help toward faith in himself from those about him. Having had so little experience with self-confidence and self-respect, he is not able to deal with confidence and respect toward other people.

We are faced with complex problems in trying to offset the effect of this conditioning among our contemporaries. There are, however, two more methods available to us: first we must learn to understand and live with those who hate; and second, to seek ways to guide the rearing of the next generation in a climate of acceptance and security which would break the prejudice-breeding chain of fear. There is ample discussion of the responsibility of parents and teachers to see that children's earliest cravings are met, so that they will not later become "insatiable because they are inconsolable," fearful and insecure in the absence of early love. The author also asks for more help from the parent education field. Much attention has been given to the details of child development and management, but not enough, she thinks, to sound principles for building good family relationships.

This is a book which illumines dark

places of the human mind. Those who surely will not read it are the severely prejudiced. Nevertheless, most of us do have some prejudices, and this book makes us aware of the fact. We stand revealed as we read, but in an atmosphere of understanding rather than belligerence. We see how men and women of good will may work to disarm the prejudiced and to build sympathetically toward a better world.

CHARLOTTE HIMBER *and* MARY K. JONES
for the Book Review Committee

The Personality of the Young Child: *An Introduction for Puzzled Parents*
By Margaret A. Ribble
New York: Columbia University Press, 1955. $2.75

A book by Margaret Ribble is always news. It is perhaps unfortunate in the case of her latest book that the prestige of her name will insure that it is earnestly read by many parents. For although it contains much truth and some wisdom, it also presents many statements which can only serve to add to parents' anxiety and increase their perplexity.

The word "must" is in constant use throughout the book. There is little leeway for parents to find their own approach to their youngsters through the warmth of their feeling for them, although the importance of this feeling is stressed as basic to the psychological development of the child.

"Psychological parenthood" is emphasized. Parents are told that "Bringing the intense feeling of a child into the grasp of his own understanding by means of free expression is a psychological accomplishment for which parents need definite preparation." Again the author says that "Parents who have the will and courage to acquire the necessary background of knowledge concerning the early development of personality will be able to prevent the appearance of many personality problems." Parents are also told that "Careful emotional prophylaxis is helpful in the preparation for psychological parenthood."

There can be no question that many parents can and do profit from help in understanding themselves and their children. Unfortunately, Dr. Ribble enumerates so many pitfalls for the parent who lacks sufficient psychological insight, that one fears the naturalness and spontaneity between parent and child may be destroyed.

Perhaps the cycle from Watson to Ribble is now completed—one is struck by the strong resemblance of many of Dr. Ribble's "musts" and "must nots" to the Watsonian ones of a quarter century ago. Dr. Ribble herself recognizes the similarity by inference, when in stressing (like Watson) the child's need under all circumstances for a room of his own, she says, "This privacy does not mean the sterile isolation which was 'fashionable' two or three decades ago." The end results, however, may well be the same, for Dr. Ribble, like Watson, is in danger of developing in parents an over-anxious and self-conscious approach. For example, she attaches great importance to the avoidance of such matters as the kiss on the mouth, the early morning romp, or the child's need for physical closeness to his parent. Yet, Dr. Ribble does not adequately deal with the danger that if a worried parent pushes away the child's kiss or sternly forbids him to get into his mother's or father's bed, or to have the gay romp which he loves, the child will interpret this to mean that he is out of favor and not really loved.

Dr. Ribble is entitled to set up her own hypotheses, but too often her interpretations are given the strength of fact. This gives a greater sense of authority to such statements than they should fairly carry. For instance, the asserted relation of the "slapping of mischievious hands" to a later inhibition in acquiring such skills as writing and drawing, is an interesting possibility but one which has not yet been established as a fact.

The sub-title of the book "An Introduc-

tion for Puzzled Parents," suggests that it is meant for a wide audience. Yet Dr. Ribble's illustrations do not deal with normal, healthy families, but presumably come largely from her experience with those who are sufficiently disturbed to seek her expert help. Moreover, the language of the book is at times bewildering. "As long as the tenet provides that sex in early life is unnatural and evil and should therefore be eradicated, healthy development will continue to give way to emotional crippling. The capacity of the child to love fully with his emotions rather than with his body will thus be injured, and the important ego capacity to find a wider pleasure in learning will be damaged." Perhaps the many such passages will be as confusing to parents as to the reviewer. If so, one wonders whether the sub-title might not better read "How to Puzzle Parents."

GLADYS GARDNER JENKINS

Adoption and After
By Louise Raymond
New York: Harper & Bros., 1955; $3.00

Here is the full-length story of adoption from the time it is just a thought in the minds of a couple through the adolescence of the child or children they make their own. The story of how an adoption agency works and why it follows certain practices has been told many times before. It is told again here in all its practical detail, including a list of agencies throughout the country, but in this case with the author's extra dimension of emotional depth.

The unique thing about this version of the story is that it is told from the inside out. The author, an adoptive mother who has interviewed many other parents of adopted children — especially those with older children — and who also drew on the experiences of workers in adoption agencies, discusses the emotional climate peculiar to the adoptive relationship. Understanding the underlying feelings that may trip people up if they go unrecognized, Mrs. Raymond begins her story by putting the spotlight on the almost inevitable feelings of guilt and shame that are the unhappy lot of a husband or wife who is found to be sterile. She points out that these feelings must be resolved, and the simple fact that they are infertile must be accepted by both parties without blame on either side if a contemplated adoption is to be successful.

Many books on adoption stop with the implication that once the law has put its stamp of approval on the new family, life for them is the same as for any parents and children. Mrs. Raymond goes on to probe the emotional undercurrents that often lie buried or rumble just beneath the surface in this special relationship — the child's doubts about his identity, the parents' doubts about the child's heredity, the adolescent daydreams about "real" parents who *really* understand, the parental inclination to favor an own child over an adopted child in families where there is a mixture. There is an excellent chapter on the opportunities open to couples who are willing to adopt an older child, which also discusses special problems involved. The added intensity that colors the problems of a broken home when the children are adopted also is recognized. In a variety of ways, the author suggests how danger and heartache can be averted, reassures adoptive parents that they are not alone in the problems they face, points out some of the plus qualities that an adoptive relationship may have and leaves the reader with a talisman: "Always remember that he's your own—and never forget that he's adopted."

The book contains a foreword written by Sidonie M. Gruenberg, Special Consultant for the Child Study Association of America. In it she says, "I am happy to be able to recommend this book wholeheartedly and feel sure that it will be of great help to thousands who have adopted children or who are planning to adopt."

PENELOPE PINSON
for the Book Review Committee

New books about parenthood and family life

Selected by the CSAA Book Review Committee, Mrs. Mary W. Colley, Acting Chairman

Books for parents

ALL CHILDREN WANT TO LEARN—*A Guide for Parents.* By Lorena K. Fox and others. Grolier Society, 1954. 223 pp. $3.50. A simple and attractively illustrated book about children and their play. Offers many valuable suggestions for play activities and easy-to-make equipment. There are fine ideas for decorating children's rooms. Focuses on the child under nine. This book can be obtained only from the publisher, Grolier Society.

A BABY'S FIRST YEAR. By Benjamin Spock, M.D. and John Reinhart, M.D. Duell, Sloan & Pearce, 1955. 179 pp. $5.00. A distinguished photographic presentation of the new baby in a family with two other children. The text is sound, though brief and conversational in tone. There is some discussion of sibling relationships, but the main focus is on the baby from one to 12 months. Wayne Miller is the photographer.

BETTER HEALTH THROUGH BETTER LIVING. By Fellows of the New York Academy of Medicine. Dial Press, 1955. 184 pp. $3.00. For young parents who want fuller knowledge on medical subjects than busy physicians are likely to give them, this is an excellent source of reliable information. Sponsored by the New York Academy of Medicine, each chapter by an Academy expert in the field deals with an important aspect of family health.

CARING FOR THE SICK CHILD AT HOME. By Marion Lowndes. Westminster Press, 1955. 157 pp. $3.00. A very valuable "how to" book which gives useful suggestions to mothers about caring for the sick child. It describes physical care during illness as well as in convalescence, recreation during and after illness and community resources which may be utilized. The approach is warm and practical.

THE FEARS MEN LIVE BY. By Selma G. Hirsch. Harper & Bros., 1955. 164 pp. $2.75. An interpretation of the conclusions reached in the volumes—*Studies in Prejudice*—sponsored by the American Jewish Committee. Prejudice—especially race prejudice—in those who in adult life exhibit it in its extreme forms, is traced to psychologically damaging experiences in early childhood. Eloquently written, this brief volume probes deep.

THE HAPPY CHILD. *A Psychoanalytic Guide to Emotional and Social Growth.* By Irene Milliken Josselyn, M.D. Random, 1955. 410 pp. $3.95. Although addressed to parents, this important book is by no means easy reading, nor "practical" in the usual sense of this term. The author offers a Freudian view of child development, step by step from birth through adolescence. There is little in the way of advice or solutions, but those who read attentively will find much that is profound and illuminating.

"LONGER FLIGHT"—*A Family Grows Up With Books.* By Anis Duff. Viking, 1955. 269 pp. $3.00. The author, a former librarian, gives an enthusiastic account of her own delight in sharing all kinds of books with her children. Her lively and original explorations reveal an appreciative understanding of children and the books they will enjoy.

ON CALL FOR YOUTH: *How to Understand and Help Young People.* By Rudolph Wittenberg. Association Press, 1955. 241 pp. $3.50. Explains simply and clearly the meaning of the ups and downs of normal adolescent behavior and how grownups and teenagers affect each other; indicates when and how adults can help youngsters and when they had best let them alone. Valuable for parents, teachers, ministers, group leaders. Short, concise case histories bring the adolescent world alive. The distinction between normal and sick behavior is made clear, and parents are cautioned against attempts at psychotherapy with their own youngsters.

THE SANE SOCIETY. By Erich Fromm. Rinehart & Co., 1955. 370 pp. $5.00. A deeply thoughtful analysis of our contemporary society: man, in creating the industrial machine, has subordinated himself to it instead of using it as a means to a better life. The family and parental attitudes are considered among much else in the light of the author's overall view of the dilemma of modern man and of the goals towards which he thinks we can work.

THE STORY OF SANDY. By Susan Stanhope Wexler. Bobbs-Merrill, 1955. 155 pp. $2.75. An absorbing story, told by the grandmother, of a child's slow recovery from a state of extreme emotional disturbance. This woman's faith in Sandy's ability to grow, the help of friends and the guidance of a child analyst combined to bring a pitifully shaky little boy

the emotional support he needed for a reasonably secure recovery. An enlightening picture of the role child psychoanalysis may play.

YOU AND YOUR CHILD. By Winifred deKok, M.D. Philosophical Library, 1955. 208 pp. $3.00. Dr. deKok brings a mother's understanding and a pediatrician's authority to this wise and unpretentious book on living happily with your children. Though a bit over-enthusiastic on natural childbirth and breastfeeding, her approach to the practical details of child care is undogmatic, especially helpful in its insight into toddlers and how they grow.

YOU AND YOUR CHILD'S HEALTH. By Paulette Kahn Hartrich. Harper & Bros., 1955. 208 pp. $3.00. The sick or convalescent child, the child who must undergo an operation, even the healthy child about to meet his first dentist—all present problems that parents want to handle wisely. This book should help face such situations with a maximum of sympathy for the child and a minimum of guilt feelings over their possible resentments or anxieties.

Books on special subjects

ADOPTION AND AFTER. By Louise Raymond. Harper & Bros., 1955. 238 pp. $3.00. A thorough, thoughtful and sympathetic treatment of the emotional experiences of the adopted child and his parents. Discusses the need for the parents' emotional preparation before adopting a child, the ways whereby the usual parent-child tensions and emotional strains may become accentuated by the fact of adoption, and what to do about them. The procedures for adopting a child are also explained.

CHILDREN IN CONTEMPORARY CULTURES. By Margaret Mead and Martha Wolfenstein. University of Chicago Press, 1955. 473 pp. $7.50. Child rearing attitudes and practices in a variety of cultures, including French, German, Chinese, Japanese, Balinese. Contributors number a variety of authorities in the field of cultural anthropology. In some chapters the discussion is rather general, in others, notably in the field of sex, more specific. The book can help the reader toward balance in understanding how children grow and the differences which spring from different cultural settings.

CREATIVE ACTIVITIES. By Dorothy Haupt and D. Keith Osborn. The Merrill-Palmer School, 1955. 108 pp. $1.00. This is a revised edition of a small resource manual from the Merrill-Palmer School, with suggestions and ideas for getting young children to enjoy painting, paper work, music, nature study, cooking. Requires some adapting and experimentation on the part of the grownups who help. The directions are clear, the recipes and lists useful.

OUR BACKWARD CHILDREN. By Karl F. Heiser. W.W. Norton, 1955. 240 pp. $3.75. An informed, deeply concerned guide to the recognition and care of the mentally disabled child. This book emphasizes the significance of expert diagnosis in cases of mental retardation and the need for further scientific research. There is a helpful discussion of the distinction between emotional disturbance and mental retardation. The author is honest, reassuring, optimistic, emphasizing each human's capacity to be useful though deviant.

RELIGIOUS FACTORS IN MENTAL ILLNESS. By Wayne E. Oates. Association Press, 1955. 239 pp. $3.50. A liberal Protestant minister who has had much experience with people in mental institutions as well as in pastoral counseling, speaks for a more practical reconciliation of religion and psychiatric principles. Reinforced with much Biblical scholarship, the book will be helpful to ministers and other counselors concerned with family well being.

THE WORKSHOP BOOK FOR PARENTS AND CHILDREN. By Martha Lincoln and Katherine Torrey. Houghton Mifflin, 1955. 214 pp. $5.00. The do-it-yourself interest of parents may include the youngsters if parents provide them with a place to work, the proper tools and projects geared to their ages. The author, director of a successful children's workshop, tells about puppet making, simple woodwork, clay modeling and other activities that may charm children at various ages. Lots of practical advice on getting children started, plus patterns and directions for work.

Books for those who work with parents and children

COMMUNITY PROGRAMS FOR MENTAL HEALTH. Edited by Ruth Kotinsky and Helen L. Witmer. Published for the Commonwealth Fund by Harvard University Press, 1955. 362 pp. $5.00. Eight professional workers in the area of mental health critically examine current community projects and seek to develop standards for practical programs. Good background material for citizens concerned with this field.

AN ELEMENTARY TEXTBOOK OF PSYCHOANALYSIS. By Charles Brenner, M.D. International Universities Press, 1955. 219 pp. $4.00. A skillful presentation of the theoretical structure of Freudian psychoanalysis. Clear, concise, and readable. Current working hypotheses are examined as well as the evolution and development of Freud's theories. Of interest to those who value a scholarly approach to psychoanalysis.

THE NURSERY SCHOOL AND CHILD CARE CENTER: *A Parents-Teacher Guide.* By Clark E. Monstakas and Minnie Perriss Berson. Morrow, 1955. 222 pp. $3.50. An overall picture of various types of nursery schools and their development throughout the U. S. Legal regulations governing nursery schools, health supervision, qualifications for teachers and directors are illustrated. An excellent guide for both the professional worker and for the parent who wants a broad picture.

PSYCHOLOGY OF EXCEPTIONAL CHILDREN AND YOUTH. By William Cruikshank. Prentice-Hall, 1955. 594 pp. $8.65. Some prominent psychologists survey the special adjustments necessary for children who differ from the norm and consider the contributions that various therapies can make to their welfare. There are chapters on impaired hearing, impaired vision, defective speech; on crippled children, epilepsy, chronic mental disorders; on the mentally retarded and mentally defective child and on gifted children. Though written primarily for students and professional workers, much of the material will be useful for parents especially in helping them set realistic goals for such children.

SIX APPROACHES TO PSYCHOTHERAPY. By James L. McCrary and Daniel E. Sheer. Dryden Press, 1955. 402 pp. $3.75. The contributions and practice of six basic approaches to the field of psychotherapy are each presented by a leading authority of a technique. The final chapter evaluates the scope, applicability and goals of each. A constructive and responsible presentation, useful to parent educators as part of their general knowledge.

This selective booklist is compiled by our Book Review Committee as part of its continuous evaluation of books for parents and workers in the child care field. Our policy, however, is to keep the advertising columns open to responsible publishers whether or not titles advertised appear on the Association's lists.

A reader dissents

To the Editor:

I've just read the critical review of *Better Health for Your Children* by Dr. I. Newton Kugelmass, in CHILD STUDY and my eyes are goggling again. For the past couple of months I've been regularly thanking heaven for the book! Not as a writer but as a Mom!

If I may be so bold, what's wrong with having one book in the house that's strictly physiological? For going on six years, I've been reading books and writing articles (and so have scores of other people) on the emotional and psychological aspects of various forms of illness and disability, and the books I read were fine. None of them, however, told me the myriad "strictly physiological" facts I've needed to know and that busy pediatricians don't think to (or haven't time to) explain.

We've had quite an array of difficulties in the past few months and I've been helped (and reassured by the doctor's matter-of-factness) on such matters as measles "shots," sinus infection, ear infection, deviated septum (why the doctor wants to wait until the child is 18 for an operation), sprained ankle and a heart scare, which turned out to be nothing serious.

Maybe it's my reporter's mind, but there are times when "all I want is the facts, ma'am." If we had a cozy old pediatrician next door I would not need a book, to be sure, but you can't hardly get them no more—and a busy doctor on the telephone is certainly not the perfect answer either.

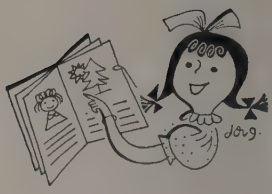
So far as I know I've never met Dr. Kugelmass but I feel honestly grateful for his book. Therefore, this opposition report by a committee of one!

DOROTHY B. THOMPSON

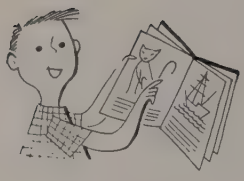
New awards

The Thomas Alva Edison Foundation has recently inaugurated a new series of awards to the various mass media for programs or publications which "make meaningful the values of American tradition; present heroes and ideals worthy of emulation by children; interest young people in science and in scientific careers; and eliminate unwholesome elements." The Child Study Association is one of the national organizations acting as consultant on these awards.

It is with a very special sense of loss that we record the death of Cécile Pilpel on March 7th. She was for many years Director of Study Groups of the Child Study Association of America, having joined its work at the turn of the century under the inspiration of Dr. Felix Adler and the Ethical Culture Society. Step by step, as the Association grew from a very small group studying "child nature," Cécile Pilpel contributed to its wide expansion into a movement of national and international scope through many channels: writing, lecturing and leading study groups. Her philosophy of human relationships was very clear in her early and continuous emphasis on spiritual values in the family. Those of us who worked with her will always remember her for her deep wisdom, her unfailing sense of humor and perspective, her inquiring and receptive intellect, and for her understanding of the inner forces which underlie family life.



Children's books about today's world



The 1955 Award of the Child Study Association's Children's Book Committee is being given to Taro Yashima for his book *Crow Boy,* published by Viking Press, and to Virginia Sorenson for *Plain Girl,* published by Harcourt, Brace. The dual award is for two books for different age levels, each distinguished for its memorable presentation of a universal problem.

Crow Boy, for younger readers, is a magnificent pictured-story of a lonely little boy in Japan who is finally understood and loved by his schoolmates.

In an Amish setting, *Plain Girl* is an unusually sensitive presentation of a child's discovery that she can find her own way and still hold dear the traditions she must break with.

This is the thirteenth Annual Award by the Committee. Because it singles out a special kind of book to honor, this seems a good time to review the genesis and purpose of this award.

With the coming of World War II, parents were suddenly confronted with certain basic realities about their world which, it became increasingly apparent, could not and should not be hidden from their children. Children were asking searching questions, and parents wanted desperately to help them find answers.

It was in 1943, a year of heartbreaking questions, that the Children's Book Committee of the Child Study Association of America took stock. Were books being published to help answer some of these questions? Could children turn to books and find the same real problems that they were meeting all around them? Were stories being written to illuminate the immediate world in which these children were living?

A glance showed that there were few books of merit that drew upon the pressing realities of contemporary life. True, there were fine books of courage and inspiration but, with few exceptions, they were not set in the era or environment familiar to young readers today. And surely, children had a right to find in their reading, along with fact, fun and fancy, some books which would help them understand their particular world and its special moment in history.

To encourage the publishing of such books, the Children's Book Committee established in 1943 an annual award for "a book for young people which faces with honesty and courage real problems in today's world."

Now, 13 years later, the children who were asking those vitally important questions are well on into young adulthood. They have left children's books and gone on to more mature fare. Perhaps it is time to take stock again. Had they, somewhere along the line, found books to help them in their growing up and in meeting realistically the world they live in? There have been

an encouraging number of such welcome books, not all of which, of course, could be singled out for the Committee's award.

Let us look at books of this sort through the eyes of a fictitious Joan, who might have been picture-book-age in 1943. Certainly some of the problems that were sidestepped in children's books then are now receiving serious attention. As she grew up, Joan could have found a number of outstanding books to bring home to her the impact of war on the life of a child. Her sympathies and understanding might well have been stretched by Claire Huchet Bishop's two wonderful stories of war-time France, *Pancakes Paris* and *Twenty and Ten.* These are books that Joan will, perhaps, never quite forget. Although they deal with specific problems born of a definite moment and set of circumstances, their strength and literary distinction will have something real to say to children for a long time to come.

There are other books that we hope Joan found which would help her picture what it must be like to be a child in a country whose backyards were battlefields —books like *The Heart of Danger,* a story of the heroism of the underground, by Howard Pease; *Pongchoolie, You Rascal,* by Lucy Herndon Crockett, about struggle and suffering and survival in Korea; *Teru: A Tale of Yokahama,* by the same author; *The Marble Fountain,* by Valenti Angelo, which tells of the faith that sustained two orphan boys in postwar Italy; *The Level Land* and *Return to the Level Land,* by Dola de Jong, two poignant stories of the Nazi terror and the restoration of war-torn Holland.

While Joan was becoming acquainted through books with these postwar children abroad, some of these same children were moving into Joan's own community. The coming of the displaced person challenged most directly, perhaps, Joan's understanding and sympathy and has become a recurrent theme in realistic writing for children. Among the best of these books are *Tim's Place,* by Eva Knox Evans; *Pierre Comes to P.S. 120,* by Helen Train Hilles; *Jo-Pole, New American,* by Florence Hayes; *The Wooden Locket,* by Alice Alison Lide; *High Road Home,* by William Corbin; and *Bronko,* by Rosa Eichelberger.

If Joan has been an avid reader, she has certainly had an opportunity in these recent years to look at a variety of social and economic problems through the eyes of children in fiction. As parents, we should be profoundly grateful to Lois Lenski who has been a pioneer in presenting regional pictures of life in various economic and work brackets in America: *Judy's Journey, Prairie School, Strawberry Girl, We Live in the City.* Phyllis Whitney also should be singled out for her many contributions in this field, including *A Long Time Coming,* which deals with the plight of migrant workers, and *Willow Hill,* a strong story of race relations in a small American town. John R. Tunis has dealt eloquently with the integration of minority groups in two forthright stories: *Keystone Kids* and *All-American.*

There are other authors to whom we owe a debt of gratitude for their fine recent stories of Negro children and their families—books like *Melindy's Medal,* by Georgene Faulkner and John Beckner; *Call Me Charley* and its sequel *Anchor Man,* by Jesse Jackson; *Little Vic,* by Doris Gates; *Ladycake Farm,* by Mabel Leigh Hunt; *Almena's Dogs,* by Regina Woody; and the courageous forerunner of all these, *Shuttered Windows,* by Forence Crannell Means.

Books of the past decade have also played their part in making Joan and her generation aware of a basic reality of our times —the factor of increasingly rapid change. There have been splendid and moving books showing the conflicts between the old and new ways, transitions from simple to more complex patterns of living. The Children's Book Committee gave an award to just such a book, *The Ordeal of the Young Hunter,* by Jonreed Lauritzen, the story of a young Indian boy's effort to reconcile old and new ways.

This year's list includes stories of a Puerto Rican boy's adjustment to modern New York—*A New Home for Pablo,* by Carol McFee Morgan; of a Navaho boy torn between two cultures—*The Turquoise Horse,* by Eleanor Hull; and of a Guatemalan Indian boy's conflicts in reconciling his traditions with his Christian upbringing—*Santiago,* by Ann Nolan Clark.

Today, Joan, looking back upon her young reading from a mature point of view, may feel certain deep satisfactions as well as certain regrets.

Perhaps Joan is one of the many girls whose attitude toward children rejected by their schoolmates was never quite the same after she had read Eleaner Estes' *One Hundred Dresses.* This year there will be other children who will be finding the same kind of experience in reading one of the award books, *Crow Boy,* by Taro Yashima.

Joan may be grateful not only for the books that helped her understand children in the world around her, but also for those books that gave her insights into her own emotions and problems as she was growing up, as *Little Women* and *Understood Betsy* did for children of past generations, and still do. *And Now Miguel,* by Joseph Krumgold, *Jareb,* by Miriam Powell and *In a Mirror,* by Mary Stolz, may be among these books. She may, on the other hand, regret that there are vital subjects still almost untouched in the recent literature for children. *The Big Wave,* by Pearl Buck and *Sarah,* by Marguerite Harmon Bro for a long time stood alone in their understanding presentation of what death and renewal of life can mean to children. This year William Corbin has written a sensitive and very real story of a boy learning to face the death of what he loved most dearly, his *Golden Mare. The Divided Heart,* by Mina Lewiton, and *Remember the Valley,* by Nora Benjamin are among the few books for young people treating of the emotional upheaval caused by parents' divorce.

On the whole, a survey of the last 13 years is encouraging. More and more realistic problems are being presented, not as special pleading stretched into story form, but as fine stories written with integrity and artistry. The Children's Book Committee is gratified that Joan and her friends have had an ever increasing number of books that present the world as they will find it, with its problems and joys, its frustrations and challenges. The Committee hopes that its yearly award has encouraged writers and publishers to tackle such problems for young readers, and will assure them that books of this kind will find a ready audience.

JEAN FRITZ *and* RUTH GREENMAN
for the Children's Book Committee

Children's book committee awards: 1943-1955

1943 KEYSTONE KIDS, *by John R. Tunis.* Harcourt, Brace

1944 THE HOUSE, *by Marjorie Hill Allee.* Houghton Mifflin

1945 THE MOVED-OUTERS, *by Florence Crannell Means.* Houghton Mifflin

1946 HEART OF DANGER, *by Howard Pease.* Doubleday

1947 JUDY'S JOURNEY, *by Lois Lenski.* Lippincott

1948 THE BIG WAVE, *by Pearl Buck.* John Day

1949 PAUL TIBER, *by Maria Gleit.* Scribner's

1950 THE UNITED NATIONS AND YOUTH, *by Eleanor Roosevelt and Helen Ferriss.* Doubleday

1951 No award

1952 TWENTY AND TEN, *by Claire Huchet Bishop.* Viking; and JAREB, *by Miriam Powell.* Crowell

1953 IN A MIRROR, *by Mary Stolz.* Harper

1954 HIGH ROAD HOME, *by William Corbin.* Coward-McCann; and THE ORDEAL OF THE YOUNG HUNTER, *by Jonreed Lauritzen.* Little Brown

1955 CROW BOY, *by Taro Yashima.* Viking; and PLAIN GIRL, *by Virginia Sorenson.* Harcourt, Brace

CSAA briefs

Parent group education

The work of the Parent Group Education Department of the Child Study Association is receiving increasing attention from related professional fields. This is reflected in a growing number of outside assignments and requests for consultations. Among such activities were the address given by Aline B. Auerbach, Director of the Department, to a staff meeting of the Children's Bureau; her talk last fall on "Parent Group Education for Parents of Children with Special Handicaps," at the Bi-Regional Conference on Handicapped Children of the U.S. Children's Bureau; and her participation this Spring in a conference called by the Connecticut State Department of Health on the Public Health Aspects of Rheumatic Fever and Pediatric Cardiology. Gertrude Goller, Associate Director of the department, gave a paper on "Group Education of Parents" at the 13th Annual Conference of the American Group Psychotherapy Association, and Mrs. Auerbach spoke on "Public Health Nursing and Parent Education: a Pilot Project of Training for Parent-Group Leadership" at a joint meeting in Kansas City of the Maternal and Child Health and Public Nursing Sections of the American Public Health Association.

Program advisory service

The Child Study Association is now able, through a generous grant from the Ittelson Foundation, to implement its Program Advisory Service by field services, in addition to consultation by correspondence and conferences at the Association's New York headquarters. The Service now offers:

Consultation with Community groups, public departments and agency boards and staffs on initiating or reorganizing parent education programs.

Leadership training institutes for professional groups.

Assistance with in-service training programs of agencies doing parent education work.

Assistance to inter-organizational committees in assessing the particular needs of a community, region or state in regard to parent education.

Basic interpretive materials, reference lists and general information.

For further information about this service, write or telephone the Child Study Association, 132 East 74th St., New York 21, N. Y., BUtterfield 8-6000.

CSAA papers published

Casework Papers: 1955, published by the Family Service Association of America, contains a paper "Goals and Techniques of Parent Education" by Dr. Gunnar Dybwad, Executive Director of CSAA, and Gertrude Goller, Associate Director of the Association's Parent Group Education Department. The paper was originally given at the 1955 National Conference of Social Work and is one of the 14 Conference papers selected for publication in this edition of *Casework Papers.*

A paper by Dorothea McClure and Dr. Harvey Schrier of the CSAA Counseling Service on "Preventive Counseling with Parents of Young Children" given at the 1955 Conference of the American Orthopsychiatric Association, is being published in fuller form in the April, 1956 issue of *Social Work,* the new Journal of the National Association of Social Workers.

Staff activities

Dr. Dybwad has been appointed a member of the Advisory Committee of the New York City Community Mental Health Board and has been reappointed Chairman of the Child Welfare Committee of the National Council of Churches. In March, he addressed the Fourth Annual Children's Services Forum in East Lansing, Michigan.

Josette Frank, CSAA Staff Consultant, Children's Books and Mass Media, served this year as Chairman of the Committee on the Children's Book List for Brotherhood of the National Conference of Christians and Jews.

Staff Members of the CSAA participated last fall in an in-service course on parent group work, at the Bureau of Child Guidance, New York City Board of Education.

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Science says—

Much can be done to help youngsters who suffer from acne

While acne never kills anyone and rarely causes physical pain, it can be a severe test of the emotional stamina of adolescents and their families. It comes at a time in life when a growing maturity is striving for expression, and appearance has assumed enormous importance. In our society—especially among our adolescents—a clean, smooth skin, free of blemishes, is a symbol of health, beauty, and social acceptance. Pimples are considered by some thoughtless persons to be the stigmata of physical, mental, and social inferiority and often cause immeasurable mental anguish to those afflicted. Parents can make a real contribution to the mental health of their children if they will give acne the same serious consideration they would to any major illness and not dismiss a youngster's concern with pimples as childish vanity.

For hundreds of years, there has been a persistent belief that acne is in some mysterious way associated with sexual wishes, fantasies, or practices of the adolescent. However, on the basis of psychological studies and other evidence, it may be stated dogmatically that this belief is entirely without foundation.

How it arises

Considering how common acne is and how much emotional suffering it causes, surprisingly little basic research has been devoted to it. But despite the scarcity of fundamental knowledge, much can be done to control, if not to cure, the disorder.

These excerpts from an article on ACNE, by Harold Aaron, M.D., in the February 1956 issue of "Consumer Reports," are reprinted with the permission of author and editor.

Acne vulgaris, the type we are considering here, is primarily a disorder of the sebaceous glands of the skin. These glands secrete a fatty, waxy material called "sebum," into the upper portion of the hair follicles, which form pores on the surface of the skin. When pores become clogged, the sebum cannot escape to the surface, and such conditions as blackheads, and whiteheads, acne, boils, and sebacious cysts result.

Hormonal treatment

At puberty, under the influence of the hormones testosterone and progesterone, the sebaceous glands increase in size and secrete more sebum. This, combined with a thickening of the pores, sets the stage for the development of acne.

Animal experiments have shown that the effects of the so-called sex hormones on the sebaceous glands may be combatted to a certain extent by the administration of large amounts of "estrogenic" hormones. However, in order to produce an adequate reduction in the sebaceous-gland secretion, very large doses are necessary—so large, in fact, as to produce dangerous side effects. Consequently, doctors continue to treat acne primarily with well-established local and general measures.

Salves and lotions

Effective local treatment requires dissolution or removal of the plugs in the openings of the sebaceous glands. Often they can be dissolved by drugs, the most effective of which are sulfur, resorcinol, and salicylic acid, which can, if properly used, safely peel off the superficial layers of the skin, along with the blackheads and whiteheads.

There is considerable variation in the response of different persons to the drugs, and the chief advantage of a prescription over a patent medicine is that the doctor can adjust dosage and proportion to meet the specific needs of the patient. Such adjustment is the secret of successful treatment of acne, and it is where patent medicines obviously fall short.

As long as there is a tendency to acne, the skin should be kept dry. For this reason, sulfur is a particularly valuable drug. Another way to keep the skin grease-free and remove plugs is by vigorous scrubbing of the skin three or four times daily with hot water, soap, and a rough Turkish cloth or soft complexion brush. Some doctors prefer tincture of green soap to ordinary soap for acne treatment. There is no evidence that synthetic detergents are superior to ordinary white soap or tincture of green soap in cleansing the skin. In more severe cases of acne, steaming the face with hot, wet cloths for ten to fifteen minutes before application of the prescribed drugs may help.

Ultraviolet rays from sunlight or a sunlamp are helpful in acne when they cause a reddening and slight scaling of the skin, but it is important to avoid overexposure and to protect the eyes.

Hygiene and diet

Many girls and young women, influenced by cosmetic advertising, have developed the habit of using face creams and greases in place of soap and water for cleansing the face. This is the worst possible practice for those with acne, because the greases and creams encourage the plugging of the pores. All so-called skin foods, skin tonics, lubricating creams, vanishing creams, and ordinary face powders should be avoided, too. Plain talcum powder or a sulfur face powder may be used in moderation.

Squeezing blackheads and pimples can spread infection and cause deep-pitted scars. Since hot compresses, combined with application of drugs, remove sebace-

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ous-gland plugs, other extraction measures are seldom necessary. If the plugs are so deeply imbedded that ordinary local treatment won't budge them, they may be carefully pressed out with a blackhead extractor.

Care of the scalp is essential in the treatment of acne. The hair should be shampooed at least once, preferably twice, a week. Acne lesions are rare in the scalp, but correction of scalp seborrhea and dandruff seems to be very beneficial to persons with acne. Avoid cosmetic hair preparations with greasy or lanolin bases. Cutting the hair short makes it easier to care for the scalp.

Dr. Marion Sulzberger, a prominent dermatologist, and his associates, have shown that, in expert hands, X-ray treatment can help severe acne cases and need not produce harmful consequences. In inexpert hands, however, treatment can be dangerous.

Apparently some foods aggravate acne, either by stimulating sebum production or by increasing the plugging of the pores. Although there is no clear-cut evidence of a general disturbance of sugar or fat metabolism in acne, it is a good idea to cut down on sweets, starchy and fatty foods, nuts, chocolate, strong cheeses, shell fish, pork, and pork products. Since iodide and bromide drugs sometimes produce acne-like eruptions, acne patients are warned against using iodized salt, cough medicines containing iodides, and headache remedies, such as Bromo Seltzer, that contain bromides.

Many patients can gorge with chocolate, for example, or continually use iodized salt and not be harmed; but others with apparently identical cases continue to resist treatment until the chocolate, iodized salt, or other such item is eliminated.

When acne pimples regularly become infected and pustular, the physician may prescribe an antibiotic such as erythromycin. This sometimes controls the pustular component of the acne, but does not affect glandular overactivity or the development of blackheads. Also, as has been pointed out, there are drawbacks and side effects attendant on the use of any antibiotic, and the careful physician uses them only after other methods fail.

Bacterial toxoids and vaccines have been tried in acne treatment on the assumption that infection by such bacteria as the staphylococcus is an important factor in the disorder. The results, although occasionally good, have been generally disappointing.

Vitamin A

Vitamin A in large doses has its advocates. In most cases, however, the treatment has been unsatisfactory. In one fairly large study, a group of college students with acne were given 100,000 units of vitamin A a day. A little over half of them showed some improvement—but so did half of a control group that got only placebos (pink sugar pills). Taking vitamin A in extremely large doses for even a few weeks has been followed by severe bone changes and other organic changes; hence, this treatment should never be tried except under the close supervision of a physician.

In some acne cases there is little improvement, regardless of the intensity or competence of treatment measures. As Dr. Stephen Rothman, of the University of Chicago Medical School, said in a recent issue of the *Journal of the American Medical Association*, "Further basic and clinical research is badly needed in this field. Obviously it will take time until we shall have a routine therapy that will not fail in any case. Until then the practitioner should learn not to minimize the significance of acne and should not try to console the patient with such platitudes as 'This is nothing, every youngster must go through with it' or with untrue statements such as 'You will be all right as soon as you get married.' He should rather encourage the patient to have treatment by a specialist. In the great majority of cases this will yield satisfactory results."